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# HEADLINES

## MILITARY TRAINING

Sixteen of 22 members of the House committee on postwar military policy on July 5 recommended prompt congressional action on a system of universal military training.

Three dissenters—Arends of Illinois, Bulwinkle of Georgia and Bradley of Pennsylvania—wrote separate statements asking for postponement of such legislation. Three others refused to sign the report. However, no minority report is expected.

## SURPLUS EQUIPMENT

The Surplus Property Board told a congressional subcommittee June 15 that it hoped to supply cooking and kitchen equipment to schools in poorer regions which have been unable to participate in the federal school lunch program owing to lack of funds for buying equipment.

Surplus radios may be supplied to every classroom on the same principle.

## NO RACE DISCRIMINATION

Pupils cannot be excluded from or segregated in any Illinois public school because of color or nationality under terms of new legislation.

## VETERANS' EDUCATION

Veterans receiving domiciliary care in Veterans Administration facilities who are eligible for education or rehabilitation may take such training and still receive domiciliary care. (Story on page 64.)

School will start at 4 p.m. in the high school building and continue throughout the evening. There will be no vacations, no terms, no semesters. This is what Sidney C. Mitchell, superintendent of schools at Benton Harbor, Mich., has found by personal interview that the G.I.'s want.

The new school at Benton Harbor will be called the Veterans' Institute.

Tuition charges will be based on actual operating costs. When any one of the 400 courses offered is completed, the veteran will receive a Certificate of Completion. (Story on page 76.)

## PROTECTION FOR CHILDREN

A plan calling for increased funds for expanding health, welfare, education and other services for children, embodied in a report of the National Commission on Children in War Time, has been presented to President Truman. (Story on page 64.)

## COLLEGE HEADS

Robert M. Hutchins is now chancellor and Ernest C. Colwell president of the University of Chicago. Doctor Hutchins, however, is still the executive head.

Dr. James Lewis Morrill has been inaugurated as president of the University of Minnesota. Dr. Ernest O. Melby has vacated the presidency of the University of Montana to become dean of education at New York University. Dr. Duke Humphrey of Mississippi State College is the new head of the University of Wyoming.

New president of Eastern Washington College of Education at Cheney is Dr. Walter W. Isle, late of the O.P.A. Dr. Harold Taylor of Wisconsin is now head of Sarah Lawrence College. Dr. Ralph Cooper Hutchison has left Washington and Jefferson to become president of Lafayette College.

## WANTED AT WINNETKA

Lt. Col. Carleton W. Washburne isn't coming back from Europe, Supt. S. R. Logan has reached retirement age, and the internationally known school system at Winnetka, Ill., is looking for a suitable superintendent.

Winnetka stresses research and experiment, mental hygiene, interest

and readiness, individual guidance, self-teaching, democratic control, inventive and responsible participation in political, economic and social institutions on a child scale, the school as a community, parent education, and greater use of family and community resources.

## MUSIC CONTROVERSY

Students from 38 states at the National Music Camp, Interlochen, Mich., are bombarding their Congressmen with letters urging that the Vandenburg-Dondero Bill, giving educational institutions the right to broadcast music, be reported favorably out of the committee on interstate and foreign commerce.

## RELIGIOUS INSTRUCTION

The attorney general for the state of Maine has issued a ruling barring religious instruction in public schools following protests by the American Civil Liberties Union against such teaching. (Story on page 72.)

In Illinois, a faculty member of the state university filed a petition asking that religious education classes be halted in the Champaign public schools. The district school board was given the support of local religious organizations and others in protesting, and the state legislature hastened to consider a bill authorizing religious teaching. (Story on page 74.)

## CANNING CENTERS

W.F.A. has provided funds for continuing for another season the community canning centers started in 1942 under direction of the U. S. Office of Education. (Story on page 66.)

## AID TO COLLEGES

Hearings were begun on a bill which would establish a temporary agency to be known as the Commission on Emergency Federal Aid to Higher Educational Institutions. (Story on page 66.)

*For full news coverage of the month, see news section beginning on page 64.*

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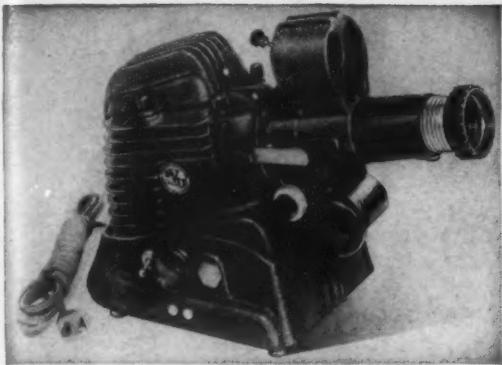


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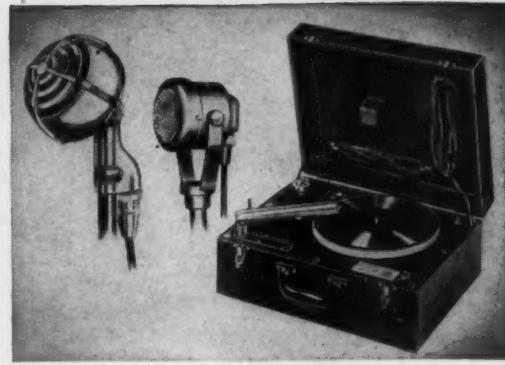
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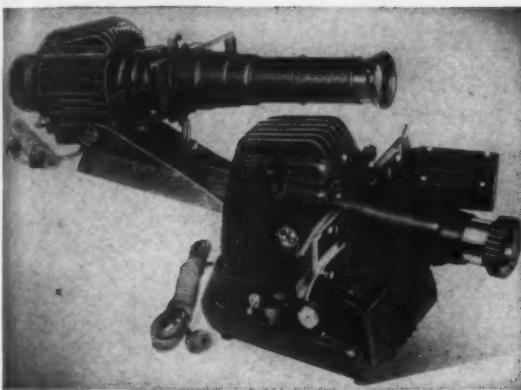
DeVRY Triple-Purpose Slide-film Projector (*Left*) for (1) 2" x 2" paper and glass slides; (2) for single-frame slide-film; (3) for double-frame slidefilm—with motor driven forced-air cooling.

DeVRY High-Impedance Microphones (*Right*)—either dynamic or crystal—deliver high-quality reproduction. Fit any standard stand.

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## These Projected Teaching Aids



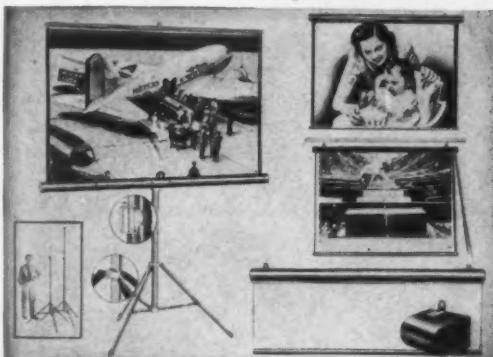
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## Before They Start in School

Throughout Bucks County, Pennsylvania, Supt. Charles H. Boehm uses an attractive folder to prepare children for school. Entitled "Helping Your Child Get a Successful Start at School," it describes the adjustments children have to make in changing from a home environment to the schoolroom.

Mr. Boehm's brochure gives suggestions for keeping young children healthy, describes symptoms of illness which should be a cause for keeping them home, mentions desirable habits to be encouraged, tells of the processes involved in developing reading readiness and describes some of the changes that have taken place in primary schools since parents attended.

Teachers give this folder not only to parents of beginners but also to those who will have children entering school two years hence. The superintendent encourages teachers to invite parents of children who are to enter school in the fall to a spring meeting at which the contents of this folder are discussed. Furthermore, the county supervisory staff recommends "that the teachers of all beginners hold half-day sessions in the first two weeks of school so that the teacher can visit the homes of children new to the school."

## Visual Education Classroom

Garfield High School in Seattle, Wash., has set aside a special classroom for projecting motion pictures and slides. A screen, a projector and two pupil operators are always available. Teachers who wish to use visual aids register for the room a few days in advance and, on the day assigned, the class reports to the visual education room instead of to the regular classroom.

The novel feature of this plan is that the operators of the machine are assigned to the visual education room instead of a study hall and, when no pictures are being shown, these boys use the period for study.

Noon movies are shown at the Garfield School auditorium on Tuesday and Thursday of each week, but these pictures are mainly for entertainment.

## Would Improve Posture

The posture of children is receiving attention in the school system of Williamsport, Pa., which has added to its staff an instructor of posture education to work directly under the superintendent of schools. The Lycoming County Crippled Children's Society is sponsoring the program and has guaranteed the instructor's salary and traveling ex-

# The Roving Reporter

penses for two years. It is hoped that by detecting faulty posture early in life and by initiating regular corrective work as a part of the daily school program benefits will show in the pupils' health and work.

## Pupil Broadcasts

Approximately 70,000 high school pupils in Philadelphia who have taken part in the weekly junior town meeting of the air have developed a keener interest in adult problems and have displayed more assurance before the microphone than many of the moderators. Of the 1500 pupils who have participated in the programs since they were inaugurated three years ago, only one pupil has had "mike fright" so badly that she could not answer the question.

The half hour program is broadcast each Thursday morning from a different school auditorium and starts off with a group of three or four short prepared speeches delivered by the pupil leaders. This is followed by a period of questions from a selected student panel on the auditorium stage.

Such topics as "Are Pressure Groups a Threat to Democracy?" and "Philadelphia's Department of Public Works" are discussed. Many of the questions are suggested by parents.

## Internationalism Fostered

The International Relations Club of the Huerfano County High School, Walsenburg, Colo., is the outgrowth of a Pan American Club started in 1942. Meetings were held twice a month at which members discussed Latin America and saw films from various countries. They also exchanged letters with Latin-American pupils and wrote to the presidents of the Central and South American republics expressing interest in their welfare and a desire for a better understanding among the peoples of North and South America. Responses and autographed photographs were received from almost all the presidents.

This past year the club changed its name to the International Relations Club in order to broaden its scope and has interested itself in prominent personalities of the various countries of the world who are making marked contributions to a better society of nations. Letters have been written to many of these leaders and replies have been received.

Some of the club members are only one generation removed from European environments and include representatives of the Italian, Yugoslavian, Austrian, Czechoslovakian, Spanish, Syrian, English and German nationalities.

Activities planned for next year include correspondence with foreign leaders; establishment of a speakers' committee for obtaining talent that may happen to be in town or in the neighborhood; use of visual education to serve more specific ends rather than simply to furnish entertainment; creation of a fund which will bring to the club at least one outstanding speaker each year.

## Bus Service Study

The public school system of Monterey, Calif., has prepared some interesting statistics on the bus service rendered to high school pupils from Marina, Oak Grove, Robles del Rio, Carmel Valley and Big Sur. Approximately 237 pupils are brought to school by bus every morning, which means that the fleet of buses covers 36,000 miles a year.

The two school-owned buses traveled about 24,188 miles last year. This large mileage was due to the long hauls from the Big Sur and Robles del Rio areas. The two buses furnish approximately 19,092 pupil rides at a cost of .087 cents per ride.

All buses used for transporting school children are inspected by officers of the California Highway Patrol. The drivers must pass rigid tests before they are issued a school bus driver's license. There have been no accidents this year.

## Hospital Training Course

The high school in Waterville, Me., has an elective course in hospital training that has been worked out with a local hospital. The program is in the nature of a prevocational course for girls who receive practical and theoretical training in the care of the sick and at the same time have an opportunity to determine whether their abilities and interests lie in the nursing field. A certain number of hours of classwork is supplemented by work in the hospital under supervision. A coordinator supervises the program, which has been approved by the state board of education.



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# Questions - AND ANSWERS

## How Promote World Peace?

Question: What can the schools do to promote a better understanding for world peace?—R.C.B., N. Y.

ANSWER: At the proper age-grade levels, schools can have young people answer the question: Who gets what and why and how? Along with this at all levels they can condition children to be decent human beings and to have a scientific approach to life's problems instead of a superstitious approach which makes them fall so readily for propaganda from such persons as Coughlin and Gerald L. K. Smith.

This involves a study of economics, a study of the channels of communication, of the conditioning of people. All of this is part of the type of education known as the Springfield Plan.—CLYDE R. MILLER.

## Handling Lunch Tickets

Question: How are tickets for school lunches handled?—J.E.G., Tex.

ANSWER: School lunch tickets in rolls or packages or in whatever form they may be available are usually sold at various entrances to the building or corridors before the lunch period. This involves a double sales force, to be sure, but in large cafeterias it is recommended because it speeds up service in the dining room where it is not possible to use both checker and cashier. Tickets are used more extensively when more items are sold individually. The increasing popularity of plate lunches makes it simpler to handle cash by use of a checker and cashier in the cafeteria.—MARY DEGARMO BRYAN.

## Audio-Visual Program

Question: How would you launch an audio-visual aid to instruction program in a school where the teachers are unaccustomed to these aids?—H.M.H., Ga.

ANSWER: Before an audio-visual aid to instruction program can be initiated in a school, the teachers need to become accustomed to thinking in terms of audio-visual aids as applied to their teaching. This takes time.

The principal may begin by recognizing the pictures and articles the teachers are using. Then he may suggest that this set of pictures, this exhibit, this field trip, this motion picture might contribute to the pupils' understanding. If the

teacher desires the aid, he should assist her so that the procedure of obtaining and using materials will not discourage her; if not, he should drop the subject for the time being.

Only after teachers have begun thinking how visual aids can help them accomplish their objectives of education are they ready for organized work. Then may follow a faculty discussion and the appointment of a committee, perhaps of volunteers, to study the matter.

Each member or subcommittee may select a field to investigate, such as (1) the resources of the school, the community, the county and the state; (2) prints, stereographs, stereopticon slides and filmslides; (3) motion pictures; (4) exhibits and museums; (5) field trips; (6) records and recordings; (7) projectors and projection problems; (8) local school administration of the program.

A plan should be made for the committee to visit schools which have good audio-visual programs. A director of visual education may be invited to help the committee make a survey of the school needs.

A long-term budget plan is essential. All materials should be previewed and evaluated before they are purchased. Some one person must take the responsibility for projection equipment and teaching teachers and pupils to operate the projectors.

Membership in the department of visual education of the National Education Association will give the school an opportunity to know what other schools are doing and will enable teachers to obtain answers to their questions and other information.

May I refer you to my articles on "How to Organize a Multi-Sensory Aids Library" in *The Nation's Schools* for November and December 1942?—E. WINIFRED CRAWFORD.

## Curriculum Essentials

Question: We need help in establishing a list of minimum essentials of instruction for pupils through grade 8.—J.L.B., Ill.

ANSWER: To establish the minimum essentials of instruction for elementary school pupils, there must be a preliminary study of curriculum needs of the school or school system desiring a list of such essentials. No list of minimum

essentials has been devised for one school system which is entirely applicable for use in another situation.

The most advisable course of procedure is for a school or school system to inaugurate a curriculum study on the part of its entire faculty or representative committee to determine the desired educational objectives and the grade placement of the various elements leading to the accomplishment of those objectives.—HEROLD C. HUNT.

## Guidance Material

Question: Where is the best source of current material for a guidance program to be found?—F.B., Kan.

ANSWER: If by "guidance" is meant modern methods of individualizing the educational procedure, good books for the purpose are as follows.

"Personnel Work in High School," a program for the guidance of youth, educational, social and vocational, by C. E. and E. G. Germane, Silver Burdett Company, New York City, 1941.

"Principles of Guidance" by Arthur Jones, McGraw-Hill, New York City, revised 1934.

"Student Personnel Work" by E. G. Williamson and D. J. Darley, McGraw-Hill, 1937.

If the inquirer means vocational guidance, the following are recommended.

"Principles and Techniques of Vocational Guidance" by George E. Myers, McGraw-Hill, 1941.

"The Dynamics of Vocational Adjustment" by D. E. Super, Harper & Brothers, 1942.

"Methods of Vocational Guidance" by Gertrude Forrester, D. C. Heath, Boston, 1944.

Under any interpretation of the term, one who wishes to keep abreast of developments should be a regular reader of *Occupations*, the vocational guidance journal.

Many states have appointed a supervisor of occupational information and guidance service who operates from the state department of education. He will be glad to furnish materials and advice. Residents of states lacking such service can request materials from the U. S. Office of Education, Washington, D. C.—HARRY D. KITSON.

## How Much Responsibility?

Question: How much responsibility and authority should a school superintendent assume in a building program?—F.B., Kan.

ANSWER: The amount of authority depends on how well he is equipped. The responsibility, he cannot avoid.

There are three phases of this responsibility. They are: (1) analysis of the building program, (2) development or planning and (3) execution. He will need the services of all of his staff, as

(Continued on page 10)



Photograph of Fiberglas curtains in the auditorium of Van Steuben High School, Chicago, Ill. A number of school installations have recently been made in New York City.

## ONE FIRE VS A CHILD'S LIFE...

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# THE NATION'S SCHOOLS



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well as of experts, in setting up a program in the analysis phase and carrying it on into the planning stage.

From here on he can best discharge his responsibility by obtaining reliable expert advice for his board and himself and by making sure that the work of architects, engineers and builders adequately reflects his own vision and that of his staff with regard to the educational purpose to be served. He should also make certain that his own high conception of responsibility to the taxpayers finds expression in rigid inspection of materials and workmanship through continuous and independent check.—JAMES M. SPINNING.

## Salaries for Substitutes

Question: How are the salaries for substitute teachers determined?—J.E.G., Tex.

ANSWER: Substitute teachers' salaries in many situations are governed by supply and demand, especially where the service is temporary and incidental. Frequently, regularly appointed teachers especially adapted to substitute work are assigned to substitute service at schedule salaries. Where the substitute is regarded as a probationary teacher, credit may be given for previous training and experience on a graduated schedule. One schedule of this type now in operation ranges from \$8 to \$11 a day by 50 cent intervals.—LOWELL P. GOODRICH.

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## Keep P.T.A. on the Beam

Question: How can I diplomatically keep the P.T.A. on the beam?—G.F.E., Wash.

ANSWER: The P.T.A. organization is fundamentally sound and all units are interested in doing something for the schools. Therefore, the best advice for "keeping them on the beam" is to give them challenging work to do. There are always many jobs pertaining to the improvement of the schools that can be best done through and by the P.T.A. I feel that it is the job of the administrator and his assistants, especially principals, to keep a jump ahead of an active P.T.A. group.

We have found it a good plan to have the principals work as active members of the executive committee of each school's P.T.A. The superintendent and principals all serve on the community-wide P.T.A. board. In a way we have joined them and are, therefore, accepted as a part of the P.T.A. so that when we make suggestions they are given consideration as coming both from members and from school officials. In this way we have been able to direct our P.T.A. activities and to head off movements that were premature or ill-advised.

In summary, the best way to direct a P.T.A. is to have a long-term plan for the schools and take the members into your confidence both in the formulating and in the carrying out of this plan.—MILLARD D. BELL.

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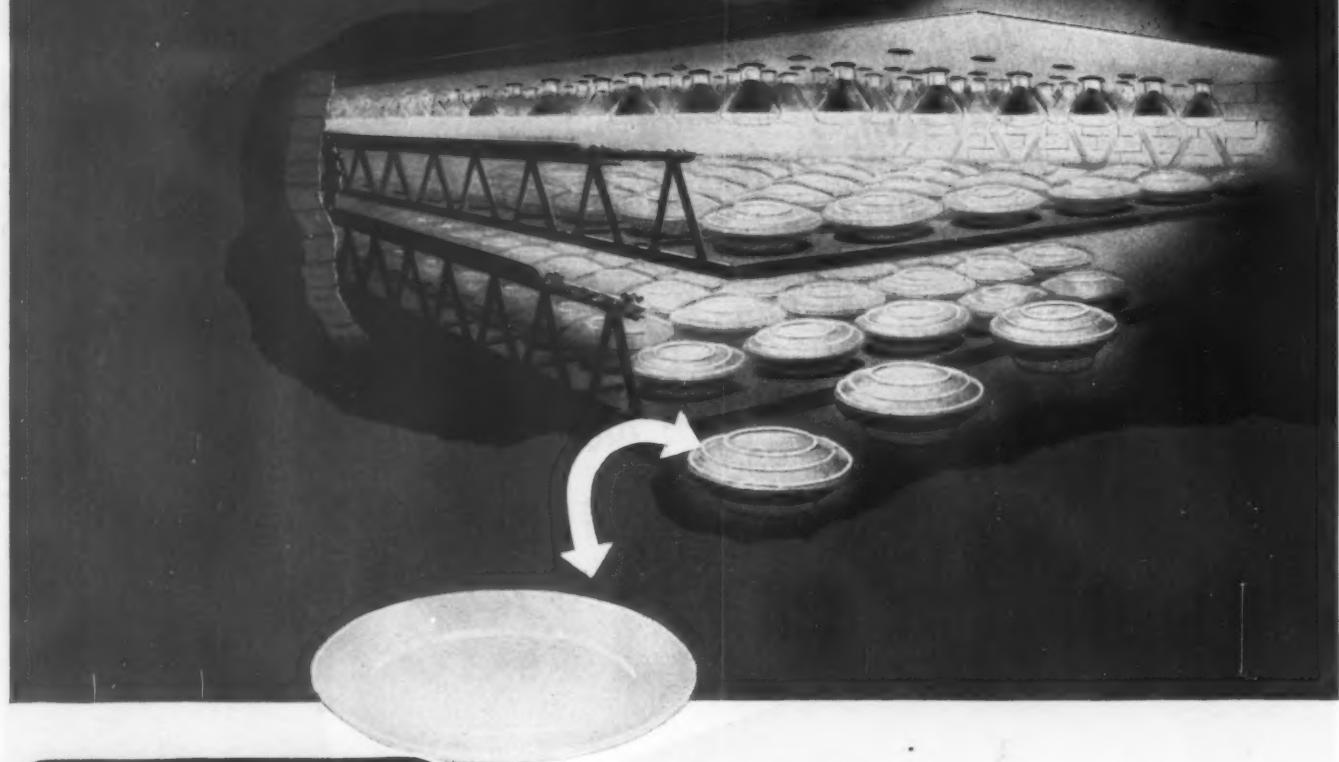


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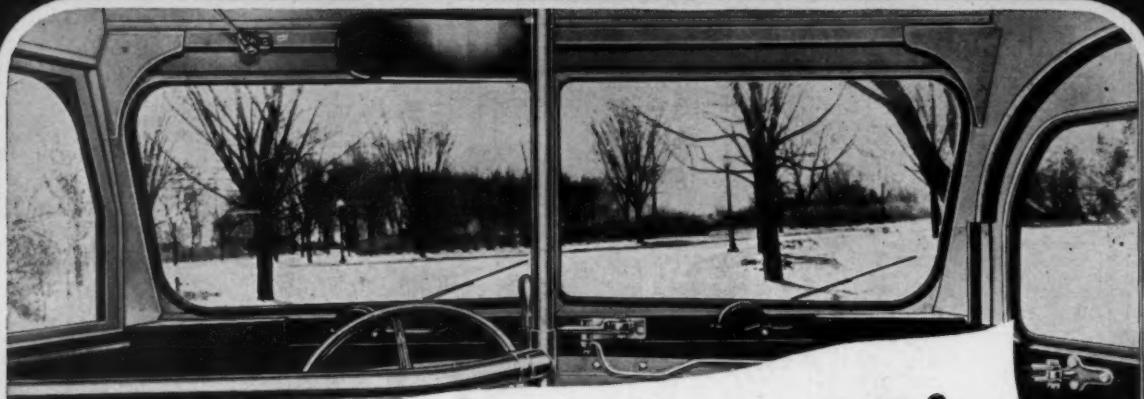
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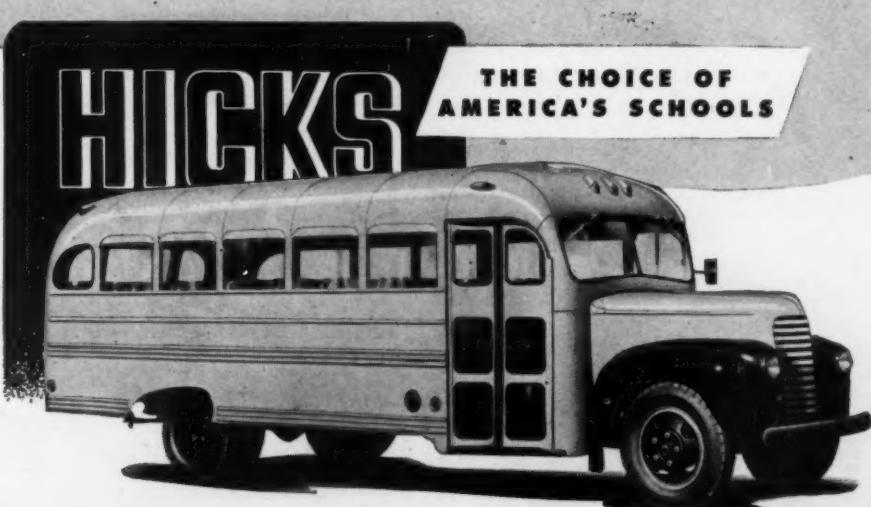
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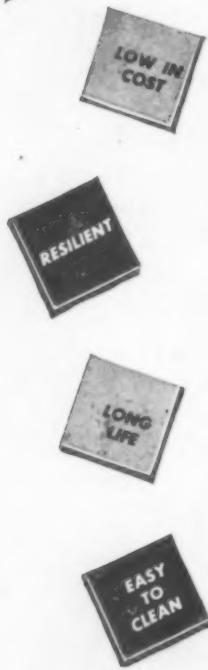
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# LOOKING FORWARD

## H.R. 3116

THE purpose of this bill is to provide aid for public, nonsectarian and sectarian private agencies of advanced education based upon decreases in enrollment which are presumptively caused by the war and, therefore, presumptively the responsibility of the federal government.

The proposed legislation provides a first year appropriation of \$25,000,000 to be administered by a newly created Commission on Emergency Federal Aid to Higher Educational Institutions. Included in the category of higher education are normal schools, junior colleges and technical institutes which simply provide advanced secondary education through the fourteenth year. The only requirement is approval by the Association of American Colleges.

It is doubtful whether a completely objective case could be made that institutions of advanced learning have been critically affected by the war. The last official federal report showed a sizable increase in total expenditures for advanced education during this period. The close of the war in Europe promises the early return to civil life of several million service men. It is entirely reasonable to assume that many of these will return to school and close the gaps left by reduction of the army and navy training programs.

The real purpose of the bill is to establish federal aid to privately supported and controlled nonsectarian and sectarian agencies as a general governmental policy. While public agencies are naturally included in the bill, it is doubtful whether their contention of need for fiscal aid could be sustained. The bill represents a dubious and possibly dangerous extension of federal policy toward private education. It deserves quiet burial in committee.

## Literacy Not Enough

AN EDUCATOR of national reputation in promoting increased federal aid to public education recently said: "If we can eliminate illiteracy, there will be no more wars. The people will be able to make wiser decisions."

With all due regard to the potentialities of instruction, the practical rejoinder might be that mere literacy is not enough. Consider Germany and Japan. They

were rated before World War II as two countries in which illiteracy had been eliminated insofar as is possible, or up to 98 per cent. These two most literate countries also presented the sad spectacle of being the most thought-controlled, conduct-supervised, socially docile and group-disciplined of all the independent nations on the face of the earth.

Making a nation literate merely means providing its members with ability to communicate with one another by written means. While literacy extends the possibility of individual and social communication, it has as an isolated activity little, if any, correlation with reasoned thought. Making a people literate will not automatically make them intelligent in the conduct of their own and their community affairs nor will it prevent wars.

In addition to providing proficiency in the arts of communication the democratic educational process must be so organized that it will also teach individuals the art of logical, reasoned thought, of objective approach to individual and social problems. It must develop in them the capacity to make decisions in terms of factual evidence instead of being swayed or motivated by authoritarian promulgation or specific propaganda.

Public education for literacy is not enough. It is merely the beginning. There is no reason for educators to delude themselves or laymen on this score. Literacy is merely the beginning of education.

## The Right to Differ

IN THUMBING through one of the many educational yearbooks that come from the presses in spring flood every March, a discussion of how even well-intentioned subjectivity in determining merit in teaching and providing for salary increases may affect teachers was found in the following generalization:

"Under such circumstances he is bound to suspect that at best an honest 'difference of opinion' between him and a supervising official on some issue of education may interfere with the progress of his salary status. In this circumstance two courses are open to him. One is to leave the school system and the other is to conform in a manner contrary to his inner beliefs. The bad spiritual efforts of the latter alternative call for no elucidation. His leaving the school system may

solve the problem for him but not for the school system."

It seems obvious that any plan for the intelligent administration of public schools, to say nothing of desirable democracy in administration, would admit the desirability and reasonableness of a third choice in any school system. When differences of opinions arise among members of the executive staff, including teachers, nonteaching agents and administrators, in the interpretation and execution of a policy, regular channels should be provided whereby individuals may make an orderly, objective and sensible appeal to higher authority up to and including the board of education if they feel wronged or professionally harmed. There is no reason why dissidents should be "expected to resign."

The assumption too long held in our highly autocratic and bureaucratic educational organization that the business of each staff member is to conform obediently to administrative decisions, regardless of whether these are arbitrary judgments or just well-intentioned stupidities, simply has no place in the theory and practice of democratic public school administration. Teachers and nonteaching personnel can no longer be regarded as mere cogs in a machine that does no wrong and is even too sacrosanct for common criticism. The properly channeled right of appeal is sensible and intelligent organizational practice.

## The St. Paul Survey

AN OUTSIDE survey of the public schools of St. Paul, Minnesota, was authorized in 1944 as a result of certain civic dissatisfaction and charges of religious bias brought against the superintendent. The common council appointed a directing citizens' committee, including four representatives of private and sectarian colleges and one county judge. The technical survey was made by Superintendent Millard D. Bell, Wilmette, Illinois; Professor Eugene S. Lawler, Northwestern University; Superintendent Paul A. Rehmus, Lakewood, Ohio, and Registrar George W. Rosenleaf, University of Nebraska, who acted as survey chairman.

The professional specialists discovered that the people of St. Paul have no voice in their schools because they cannot vote directly for a school board. The mayor appoints a member of the city council as commissioner and he, in turn, appoints a representative from each city ward to serve as a member of the board of school inspectors. These laymen are apparently responsible for whatever appraisal is made of the schools and report regularly to the commissioner. The public schools and city government are completely merged not only with respect to finance but also in terms of control. It is the only remaining example of so archaic a form of urban educational organization.

As might be expected, the internal organization of the education department was confused and operating without an apparent long-term instructional policy. From a one time adopted K-6-3-3 organization the

schools had inertly dropped back to the older K-8-4 plan. There was considerable overlapping of internal organizational authority as well as other areas of poorly defined authority. No one seems to be finally responsible for what is going on in the St. Paul public schools.

The plant shows little evidence of either educational designing, proper location, efficient size or good operating or maintenance conditions. Many small, inefficient and obsolete elementary buildings are in operation.

The curriculum is highly inflexible and does not appear to be well adjusted to individual needs. The holding power of the secondary schools between the ninth and twelfth grades was only 54 per cent in 1945. Holding power has declined heavily since the depression. Inadequate provision is made for school-supplied textbooks. Expenditures for schools are low as might be expected when the people have no voice in selecting the governing body and no authority over their school officers. Despite the sympathetic approach and tact of the survey committee, the general impression of the school system is that of a rudderless ship drifting inertly in none too favorable waters.

The survey committee makes certain major recommendations that deserve most careful consideration by the people of St. Paul. They include the creation of a seven-member popularly elected board of education; more adequate financing than is possible under the St. Paul \$30 total cost of government limit; better internal organization with creation of definite individual responsibilities; change to at least the K-6-3-3 organization with some mention of the possibility of the K-6-4-4; development of long-range building plans; extensive rehabilitation of the school plant, and extensive curricular reorganization.

## Transportation Restrictions

IN MANY respects the toughest part of the great war is still to be fought across the wide stretches of the Pacific. To expedite this conflict, railroad and other transportation facilities of the country must be strained to the utmost. Since possible physical replacements are still at a minimum, the total ability of railroads and other agencies to meet these heavy demands may even decline somewhat during the next six months. The O.D.T. has already forbidden conventions.

Now Director J. M. Johnson is asking further cooperation from all school systems by requesting that all student trips and tours during 1945, whether by railroad or bus, be canceled in order to save transportation for absolutely essential war and business purposes. This request is also entirely reasonable and should meet with full cooperation from all schools. The reason for eliminating athletic, instructional and cultural tours for the duration may be used as the basis of a good war-time teaching project.

*The Editor*

# Politics and Education in Chicago

ARTHUR B. MOEHLMAN

**C**OMMUNITY dissatisfaction with the Chicago public schools, which has been growing since 1936, resulted in a 1944 demand by professional and civic organizations for an investigation. The National Education Association undertook the study.

The investigating committee included Donald DuShane, the National Education Association; Dr. Mark A. May, Yale University; Orville C. Pratt, former superintendent of schools in Spokane, Washington, and Virginia Kinniard, teacher in Fort Wayne, Indiana, and member of the Indiana state board of education. The investigation began in November 1944 and was completed in May 1945. An unusual feature was the refusal of both board of education and superintendent to cooperate or to allow committee members to visit schools.

## Conditions Found by Investigators

This information, published as "Certain Personnel Practices in the Chicago Public Schools," contains 66 pages of conditions, charges and recommendations. The investigating committee alleges that the board of education through President James B. McCahey and Superintendent William H. Johnson has greatly lowered public school efficiency by: (1) interfering with the Chicago Teachers College faculty, transferring teachers who refused to accede to political demands, removing courses arbitrarily and graduating students who were failed; (2) transferring and demoting such outstanding teachers as Butler Laughlin, John de Boerrs, Raymond M. Cook and Mrs. Olive B. Bruner; (3) creating insecurity among teachers by brutal use of power to transfer; (4) controlling teacher certification politically through the board of examiners; (5) certifying as principals in 1937 a batch of candidates privately tutored by Superintendent Johnson at Loyola University; (6) maintaining a "stable" by the superintendent to produce textbooks; (7) paying ward leaders for promotions; (8) reducing efficiency through dom-

ination of the public schools by President James B. McCahey, and (9) irregularities in contractual relations with certain commercial firms.

These charges are not new. They have circulated freely in Chicago for many years. The state's attorney started an investigation of alleged irregularities in 1939 but for some undisclosed reason it was never completed.

Nor have charges of this nature been confined to the Kelly-McCahey-Johnson administration. They were also rampant during the heyday of the late "Big Bill" Thompson. Stories of graft, of political control and of manipulation of the public schools for dubious political and individual purposes have long been a part of Chicago's school history.

In the past, when outraged public opinion demanded a change, political leaders usually appointed "reform" boards with a "minority front" of big civic names. These boards selected well-known educational leaders, including Ella Flagg Young, Charles E. Chadsey, William McAndrew and William A. Bogan, while organization politics went on behind the scenes somewhat more circumspectly than before.

The strong superintendents did keep the instructional division clean but were either summarily discharged or broken physically when they continued to refuse to meet the wishes of the professional politicians. Under weaker superintendents, politics penetrated into every phase of the public school organization.

## Weaknesses Needing Correction

The Chicago situation indicates certain fundamental weaknesses which must be corrected before improved public education is possible. First, the schools must be separated completely from municipal government and entrusted to a board of education elected directly by the people; second, the school district must have fiscal independence from city government; third, the board of education should act as a policy-making and appraising agency and delegate

complete executive responsibility to the most capable educator available; fourth, the board president must be reduced from active coordinator of a multiple executive activity to presiding officer without executive authority; fifth, the Chicago-Cook County machine with its extremely long and sensitive tentacles should be eliminated from the schools, and, sixth, the collecting of political "toll" for contracts, positions and promotions must be completely abolished.

While this program looks reasonably simple, great difficulty lies in its achievement. The Chicago-Cook County machine will not willingly drop the public schools from its lists of political perquisites. They are too juicy a morsel. If civic groups seek relief from the legislature, the City-County machine can easily block action as in the past. Chicago also represents a community in which much of the best leadership has been drawn into suburban satellite communities. Improvement of public education in Chicago is not an easy job.

## How Changes Can Be Effected

There are two ways in which essential changes may be obtained. It should be possible by active, aggressive and continuous interpretation of public education purposes, conditions and needs to the people of Chicago through newspapers, civic organizations, teacher organizations and other leader groups to create so dynamic an opinion concerning the need for the independence of public education that the political machine might find it wise to give the schools back to the people. This is fundamentally a program of adult education and would require years for achievement.

The second possibility is that Mayor Edward J. Kelly, having long maintained his political power and now rich in years, may decide that the best civic monument to his ultimate reputation would be the freeing of public education from his voracious machine. The question is whether Mayor Kelly has the vision and the unselfishness to perform an act of such statesmanlike proportions.

# TRADE TRAINING Program



Reading the D.C.T. Journal.



Tomlinson Vocational School, St. Petersburg.  
In the background pupils operate a Miehle cylinder press; at the right, instructor and pupil are operating a Miehle vertical press.

THE public schools of Florida enjoy harmonious relations with industry. It is the policy and the purpose of the vocational division of the Florida State Department of Education to furnish industry a sufficient number of workers who are thoroughly enough trained to fill the positions in the various occupations that look to the public schools for this service, just as it is the purpose of Florida's public schools to furnish to all who desire education and training the type which they require.

In the field of printing, the public schools of Florida are now able to

satisfy the needs of this industry. Printing establishments in Florida for the last two or three decades had employed, but not retrained, high school graduates with manual training background. The industry needed these young employes but it could not afford the time it took to retrain them. A survey of the situation was made and a plan of training on a day-trade basis through the high schools in conjunction with the vocational schools of the state was worked out in the light of needs.

The problem was to provide day-trade print shops with production

equipment such as is used in the printing industry and to offer a complete course of instruction under instructors of such wide experience in industry as to qualify them to train workers who could go directly from school shop to commercial print shop as competent employes on an apprentice level.

In March 1942 a day-trade print shop was opened in the Palm Beach High School at West Palm Beach. A group of selected high school boys was assigned to three hours of work daily in the printing department, one or two hours of direct related study

# in High Schools *raises youths' status on entering industry*

WILLIAM L. HOOPER

Coordinator, Florida Vocational Printing Program

daily and two hours of regular high school instruction.

Production equipment was installed in the West Palm Beach shop and a printer with twenty years of experience in printing and newspaper plants was employed to organize the course of instruction and to put the program into operation.

All work done in the printing department was actual production work. Pseudo jobs were eliminated as instructional devices. School forms and high school newspapers that had previously been produced by duplicating machines within the schools were placed in the school print shop for production in order to furnish the quantity of work required to give pupils a well-rounded experience in actual production and to acquaint them with trade standards.

At the end of the first year of training, all trainees in this program were placed in local printing establishments as apprentices. Some of them worked part time during the training period and were employed by the same establishments on a full-time basis after graduation.

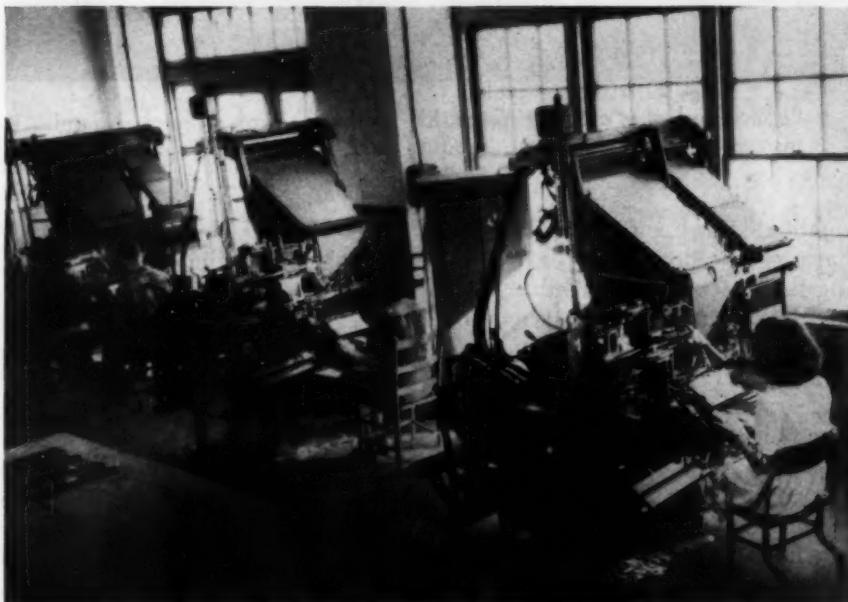
## Employers Pleased With Results

Industry was pleased with the results of the Palm Beach High School venture and, as a result of this experiment in trade training, other cities adopted the plan. Printing departments were set up in Miami, St. Petersburg and Orlando high schools the following year.

Within the past few years these Florida schools, with the exception of the one in Miami, have added technical high school departments where pupils are receiving their shop training in vocational school shops. Miami has a new technical high

school to which it has added a print shop during the last year of school.

Through these high school print shops, the Florida state federation of D.C.T. Clubs, an organization of high school juniors and seniors engaged in the program of diversified cooperative training, has been able to publish a monthly news journal which would otherwise not have been possible. This high school newspaper, the Florida *D.C.T. Journal*, which is a nonsubscription publication carrying no advertising, is printed by pupils in the different technical high school printing departments in



Linotype section of composing room, Technical High School, Miami.



Composing room, Tomlinson Vocational School, St. Petersburg. Pupils learn hand composition, imposition, linotype fingering.



Pupils feed the cylinder press at Technical High School, Miami. Instruction in make-ready, feeding and color control is stressed.

rotation. Work on this publication has proved a decided factor in keeping the interest of these trainees at a high level. It fosters healthy competition and job pride in pupils.

The *D.C.T. Journal* has been widely commended for its excellent composition and press work.

The program of training in printing is offered to both in-school and out-of-school boys and girls. For the in-school pupil, the goal is to bring the learner to the apprentice level. For the out-of-school student, the goal is to bring the printing apprentice to the journeyman level.

These schools take apprentices from local unions and give them specialized training that will enable them to complete the work which will qualify them to become journeymen. These students spend about six hours daily in the print shop.

This day-trade training in several instances has enabled printing apprentices to cut their apprenticeship period from six to five years.

The printing curriculum includes study of both manipulative processes and the theory of printing. The pupil is brought to a realization that mastery of manipulative processes alone is not enough to make him a skilled craftsman but that he must have a broad background of theory, including a knowledge of the origin and development of printing.

For this reason, much emphasis is placed on the related study program. The course of related study includes

related English, spelling and trade vocabulary building; related art, color harmony, line and design; trade history; science as related to the printing trade, and such mathematics as is needed.

When a trainee enters the printing program, he is scheduled for one semester in the composing room and a second semester in the pressroom and bindery. On completion of these two semesters, he is permitted to choose the phase of the trade he elects to master and from then on his time is devoted to either composing room or pressroom practice.

In the composing room, the trainee

is given instruction and practice in hand composition, machine composition, imposition and lock-up, job composition, display composition and newspaper practice.

In the pressroom and bindery, the trainee receives instruction and practice in operation of both hand and automatic presses; make-ready; color control; hand and machine folding; gathering, stitching and trimming; cutting paper stock; padding and gluing; punching and perforating, and package wrapping.

Wrapping sounds like a small detail but a poorly wrapped package detracts from the appearance of a well-printed job, and a craftsman with job pride will see that his finished work is packed and wrapped in a manner that befits his quality product.

All of the day-trade print shops in the Florida public schools are equipped with machinery of the same production type as is found in the printing plants in the state. This equipment includes modern linotype machines and composing room equipment; Miehle verticals and Kelly job cylinder presses; hand and automatically fed job presses and hand-fed Miehle cylinder presses; powered stitching, perforating, punching and cutting machinery.

The schools are offering both industry and prospective workers something that they want and are using and the local school authorities feel that the investment that has been made in their printing programs is thoroughly justified.



Job press section, Technical High School, Miami.

# SOUTHERN REGIONAL COUNCIL

## *the conscience of the South*

THE Southern Regional Council, which began its existence as a formally organized body in February 1944, is the product of many factors but primarily it is the outgrowth of two parent movements. One of these was the Commission on Interracial Cooperation. The other was the Durham-Atlanta-Richmond series of conferences.

In 1919, during the dark days of racial conflict and Ku-Kluxism which followed World War I, the Commission on Interracial Cooperation was born. It represented a new idea in race relations, the idea that white people and Negroes should come together and strive to reach "a meeting of minds" on their mutual problems. This idea spread until there were scores of interracial committees operating in the South and elsewhere.

### Idea of Council Is Born

In 1939 the commission leaders, feeling that the educational program which it started had become thoroughly established and recognizing the need for new blood and new ideas, began to explore the possibility of broadening the scope of the organization and improving its technics. In October 1940 the commission instructed its executive committee to "take whatever steps are necessary to carry out the plans for the formation of a council on southern regional development," which would include in its program "the work of the commission and other activities connected with the economic, educational and social development of the South."

Accordingly, an evaluative study of the commission was made and a plan for expansion was drawn up. In the meantime, the Durham-Atlanta-Richmond conferences matured to a similar purpose.

On Oct. 20, 1942, a group of Southern Negro leaders met at Durham, N. C., and participated in what has become known as the Durham Conference. This conference was an outstanding event in the history of

the South. It was a product of the rising tide of racial friction and it was also in a sense a product of both the successes and the failures of the Commission on Interracial Cooperation. These Negro leaders expressed their purpose as follows:

"We are proposing to set forth in certain Articles of Cooperation just what the Negro wants and is expecting of the postwar South and nation. Instead of letting the demagogues guess what we want, we are proposing to make our wants and aspirations a matter of record, so clear that he who runs may read. We are hoping in this way to challenge the constructive cooperation of that element of the white South who express themselves as desirous of a new deal for the Negroes of the South."

On April 8, 1943, a group of southern white leaders met in Atlanta to consider the statement which had been issued by the Durham Conference. They agreed that ". . . the need is for a positive program arrived at in an atmosphere of understanding, cooperation and mutual respect."

### Resolution Is Passed

The third conference was held June 16, 1943, in Richmond when a collaboration committee, composed of representatives from the Durham and Atlanta conferences, met to work out further details. A continuing committee of white and Negro delegates came together in Atlanta on Aug. 4, 1943, to draw up specific plans for implementing the Durham statement. They passed a resolution urging the South ". . . to pool its efforts and set up a strong, unified Southern Regional Council constituted of representatives of both races and of private and public groups . . ."

The Southern Regional Council was chartered on Jan. 6, 1944, by the state of Georgia as a corporation "for the improvement of economic, civic and racial conditions in the South . . . to attain through research and action

### GUY B. JOHNSON

Executive Director, Southern Regional Council  
Atlanta, Ga.

programs the ideals and practices of equal opportunity for all peoples in the region . . . ." It represents the forward-looking conscience and efforts of liberal Southerners to give democracy a chance in the South. It is bi-racial but is not exclusively a "race relations" organization.

The Southern Regional Council is a membership corporation. Membership is open to any person who endorses the purposes of the organization and pays dues of \$1 a year. Voting members reside in the council's area which includes the states of Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas and Virginia. Persons living elsewhere may become associate members.

At the annual meetings, the members determine program and policy and elect new members and directors. The board of directors, composed of 60 members plus officers, holds two regular meetings each year. The board has an executive committee which meets bimonthly and five standing committees. The executive staff is elected by the board and is directly responsible to it.

The council believes that sound information, honest discussion and cooperation, rather than agitation, are the best methods for promoting social progress.

### Functions of the Council

Its functions are: (1) research and survey to find the facts and to determine the possibilities of constructive action; (2) educational work through its own publications and through the press, radio, exhibits, conferences and personal contacts; (3) cooperation with other agencies which have liberal and humanitarian aims; (4) consultative services to private or public agencies, and (5) formulation of constructive plans and proposals for "the South that could be."

# "Federal-State Relations in Education"

A critical evaluation by 11 educators of the views contained in the report of two educational commissions on the matter of federal aid to education

**C. L. CRAWFORD**

Superintendent, Council Bluffs, Iowa

Some of the assumptions put forth in "Federal-State Relations in Education," a report issued jointly by the Educational Policies Commission of the National Education Association and the American Association of School Administrators and the Problems and Policies Committee of the American Council on Education, are open to serious question.

To grant federal aid without restrictions as to its use would tend only to entrench and nourish the thousands of small uneconomical and poorly taught and administered school districts now in existence in many states.

The release of federal funds to the various states without restrictions or guidance as to expenditure would also tend to strengthen politically those state departments of public instruction which in too many cases still are on a politically elective basis. Department heads in those states might be inclined to distribute non-regulated federal grants in such manner as would pay off most satisfactorily at the polls.

Even where state departments and state boards are nonpolitical and intellectually honest, is it fair to put them on the spot by making the funds "available for use in schools which the state itself recognizes as eligible to be supported from public funds"? To do so immediately opens them to pressures and prejudices which would not follow if federal funds were earmarked for public school programs only. To earmark funds, however, would be the first probable step in federal control.

If federal aid is to come, let it be for capital outlay costs. Here, federal control would be less dangerous and far-reaching. Let our local and state governments continue to support all operating costs and thus retain their inviolable right to self-determination in public education.

Our states can support their own programs. As a prominent business man recently said: "We have to expect to pay more local taxes. If we don't pay more in local taxes, the federal government taxes it away from us anyway, so it will cost us little to contribute more for the support of our local schools and keep them from becoming involved in federal control."

**W. F. CREDLE**

Director of Schoolhouse Planning  
State Department of Public Instruction  
Raleigh, N. C.

"Federal-State Relations in Education" is a well-written pamphlet but is wholly unconvincing if it is an attempt to maintain the thesis that we can have federal aid without federal control.

While one must admit that the principles of organization and administration advocated by the authors of this bulletin "are now clearly established" in the opinions of most school administrators, there may be a minority of school officials that would not wholly agree with the seven listed essentials in this respect. Indeed, while federal control is decried throughout the statement of the Educational Policies Commission and the policies committee, the decrial is conditioned upon the states' conforming to a rather uniform pattern. The Federal Education Com-

mission would be charged with the responsibility for setting up these uniform policies. This board of laymen, in addition to including members who have had experience on state and local boards of education, would almost certainly include members who would be sympathetic to the policies and procedures followed by the Federal Works Agency.

This noneducational agency has disavowed any need of advice or recommendations with regard to school facilities from the Federal Security Agency in which the U. S. Office of Education is located. There is undoubtedly a growing feeling in America that persons other than those trained in educational administration are the ones best prepared to determine the quality and quantity of education.

It is admittedly the states of the South that are in the greatest need of federal aid. It is unreasonable to believe that federal aid will be granted to these states unless there is full assurance that there would be no discrimination against minority groups. Sectarian schools would constitute another problem which would affect all of the states.

I frankly admit that federal aid to education may be necessary in the South; however, it is a cruel necessity and we do not fool ourselves by saying that there will not be federal control. It is ridiculous to think that the federal government will give away \$300,000,000 a year without some kinds of control; and once we have some kinds we are almost certain to have all kinds. The lamp of experience casts not a single ray in any other direction.

## CALVIN GRIEDER

Professor of School Administration  
University of Colorado

The stated purpose of this document, "to warn the American people of an ominous trend toward the federalizing of education," is commendable. Such admonition is needed. The iteration of the principle of state-and-local control of education is welcome, as is the recommendation that most federal activities in education be channeled through one agency.

The pamphlet seems to propose, however, a cure by prescribing "more of the same," in some respects. It seems inconceivable that the apparent trend toward federal domination of education can be remedied by larger federal grants and a vastly expanded national agency.

The old bogey of federal control will not be downed by the recommendation that state plans for the use of federal funds be prepared beforehand, "to encourage foresight" (!), and that "cooperative planning should be required" (like *requiring* good will).

In treating of fundamental policies (p. 23), the authors assume that there is a continuous, more or less self-perpetuating civil service, with clear-cut, relatively stable policies. As a matter of fact, this is not so, except in general and long-range terms. Rather, our federal government seems to be activated by expedience, not by calculated or rational policy. And expedience shifts with party changes, times and conditions.

Basically, weak state administration and lack of state controls are at the root of poor federal-state relations. The issue is whether or not states control education within their borders. The acceptance or rejection of any federal grants or aids by school districts is legitimately subject to control by state authorities. This phase of the study is touched but lightly; it merits primary attention, however.

## W. W. HAGGARD

President, Western Washington College of Education, Bellingham

The report entitled "Federal-State Relations in Education" is significant in that it brings together effectively much of the best thinking on an important issue in present day education.

One can agree readily with the authors that local and state control

of education is giving way to federal domination of education and that unless something is done about it, a few more national crises will bring on the most confusing educational muddle in our history. The report suggests how federal domination of education may be avoided, provided public opinion can be aroused.

The five principles of the report on the basis of which the federal government may aid education are sound but good principles do not necessarily guarantee good policies. Six policies whereby federal funds may be allocated to the state are proposed without an ostensible threat to local and state control.

As a matter of fact, the reader may well wonder, perhaps superficially, whether the proposals, when put into effect, would raise standards and correct certain abuses in the states. The pouring of funds into the states by the federal treasury will not be taken as the answer in itself. The schools must remain close to the people but, in view of the shortages revealed by the war, they also must be improved.

Certain implications of the report are to be taken seriously by the opponents of further federalization of education. For example, will the agents of the federal government, in view of certain facts, participate in educational program-making in the states without exercising control? Will not a stronger federal agency of education inevitably assume more control than is at present exercised? Higher education is omitted in the report, but these implications are applicable to it.

In short, it would seem that education cannot remain locally controlled and at the same time obtain much needed sustenance.

## HEROLD C. HUNT

Superintendent, Kansas City, Mo.

The statement, as far as it goes, has proposed a sound and desirable basis for optimum federal-state relations in education. Certain omissions, however, lead to speculation as to the effective functioning of the plan. Does the lack of reference to higher education imply that state colleges and universities are not a part of the state program of education? Should not the authors have suggested a formula for federal aid for public education on all levels, thereby avoiding the possibility of

competition for federal funds by private educational institutions?

Also, in adhering to the proposal of an objective formula for the determination of amount of federal aid, have the authors been too general to permit the greatest benefit to accrue? Could not there be, in addition, certain specific suggestions for channels of federal assistance which obviously would involve no permanent control, such as assistance rendered by federal funds for the construction of school buildings; provision of transportation to centralized, economically operated schools offering the full variety of educational opportunities, and other direct or indirect assistance to pupils to whom educational advantages may be denied because of social, economic or financial status?

The authors have rendered, however, a genuine service in their statement of this clear and succinct program of suggested federal-state relations in education. The presentation of the objectives of federal leadership and federal financial assistance for equalization of educational opportunity is indeed most commendable. Some danger of a tendency toward idealistic hopefulness in this direction exists, however, in the absence of specific and concrete suggestions for application and distribution of the aid to be afforded the states. It seems, too, that more adequate reference should be made to the necessity for provision of assistance to public education on all levels to safeguard against possible competition by private institutions for federal aid.

These points will assuredly offer a basis for further discussion among the nation's educators, stimulated by the effective foundation afforded in the two commissions' joint statement of proposed federal-state relations in education.

## VIERLING KERSEY

Superintendent, Los Angeles

Colleges and universities are a part of the plan of total education in America; government financial support should and must extend from the kindergarten through the university. However, only those colleges and universities should receive subventions from federal sources which are currently eligible for financial support from state sources.

Sectarian interests which have established and have continued to

support educational institutions should not be affected. The new provisions should not act to the detriment of such institutions; neither should they receive benefits under the new plan which have previously not been available to them.

It must be the responsibility of the federal government to ensure that the expenditure of federal funds achieves acceptable results; subventions to areas of substandard education must result in the improvement of standards and the strengthening of the determination of those areas to help themselves.

In the history of education in America, emphasis has always been placed locally rather than nationally. The appointment of a Secretary of Education should be predicated upon the principle that national overview in education operates through improved and stronger local initiative in behalf of education.

No taxation without representation; no responsibility without concomitant authority—these principles are basic to operative democracy. The federal government can and should be expected to exercise a control which is proportionate to the relative amount of federal educational subventions.

The assumption that federal funds can or will be given without any exercise of federal control is untenable.

Federal subventions constitute an earmarked contribution, not a goodwill gift.

#### A. V. OVERN

Professor of Education  
University of North Dakota

The report lacks consistency and is defective in that it omits specific mention of aid to state-supported colleges and universities and opens the way for states to give federal aid to church schools if they want to do so. My analysis is limited to the first point.

The report is emphatically against federal control of education, in theory, and asks that the federal government perform three functions: (1) make money grants to assure an adequate financial basis for education everywhere in the nation, (2) distribute the grants on an objective basis leaving control of the educational processes to the states and localities and (3) give well-organized advisory and informational services

and leadership in education to the state officers.

The greatest weakness of the report lies in its flirtation with policies that are sure to carry federal control while it reiterates in emphatic terms that Americans do not want federal control of education. Hundreds of county and regional studies have shown that the differences in the financial burdens of schools are much greater among contiguous school districts of the same type in most states than are the extreme differences among the states. With continued state control, the same citizens as now will determine the opportunities to be provided for any boy or girl even with federal aid grants.

However, consistency with the federal-aid-without-federal-control principle requires policies that fit the theory. For example, there can be no national board of 12 citizens serving without pay to advise Congress and the President of what the schools should be doing, for that is the ideal pattern accepted for *educational control* within the states. Instead of that organization, the U. S. Office of Education may well act officially, and the N.E.A., unofficially, to give such advice. The Office of Education could well become an independent instrument, not a part of another department, and responsible only to Congress.

The report states that there should be no conditions and requirements to be met by states and localities in order to share in federal funds. But it immediately violates that principle by setting up the two conditions: (1) that the states should make plans for the use of funds before receiving them and (2) that those plans should be made in cooperation with "helpful leadership from Washington."

#### B. F. PITTINGER

Dean, School of Education  
University of Texas

This statement turns the tables on those persons who oppose federal subsidies for public education because they fear federal control. It argues that federal control is already here and growing and that the remedy is not in obstructionism but rather in directing this inevitable development into channels fixed by proper principles of federal-state relations. The argument here is clear and well supported. As an addition to the forensic literature on the subject, the

statement will doubtless prove useful.

It is less successful in its survey of principles. One who is familiar with the reports of the Hoover and Roosevelt commissions, with the related research studies of the N.E.A., with the writings of Mort, Norton and others will find little that is new and may wonder about certain omissions. The moot points of the older literature remain vague and unsettled. The statement explores no extensive new territory and pushes back few frontiers.

Among the issues which remain unclarified are federal relations to public higher education and the definition of "public" education for purposes of federal aid. The difficulty concerning federal aid for higher education involves a difference in degree rather than in kind from federal aid on the public school level. And why should the definition of "public school" or "public education" be left for determination by each individual state, when the principle of church and state separation is a feature of the federal constitution?

The statement makes an advance in its proposals for extension of the federal educational setup so as to include an interdepartmental committee, a citizens' educational board and "an adequate federal educational office" with "sufficient rank to deal directly with Congress and the President."

Does the last suggestion involve a cabinet post? If not, what? This matter must be clarified before the suggestion can be realized in action. And what is the point of an advisory lay board for the guidance of a chief educational office whose main functions are also advisory?

#### WALTER C. REUSSEN

Department of Educational Administration  
University of Wyoming

The recent report "Federal-State Relations in Education" is a comprehensive and far-reaching statement of principles and policies. It sets forth clearly the two functions that the federal government has in public education, namely, the rendering of financial assistance and of leadership.

Federal financial assistance to education is needed because of the inequalities in wealth among the states. Financial assistance should and can be given without federal control of the educational program. Financial assistance should be given to the

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states rather than to communities for special educational projects.

The concept of the separation of control and support seems both reasonable and possible. There are instances of it in earlier federal participation in education. Educators could render a valuable service in pointing out the possibility of giving federal support without detailed control of the program. Without an active stand on this question, the country is almost certain to drift into federal control of education by default.

The second function, that of leadership, is an admirable one but perhaps somewhat more difficult of administration. Yet the history of the U. S. Office of Education is largely one of research and leadership without control of the program. Such control as it has was given only by special acts of legislation. The strengthening of the federal educational agency as one of leadership and service rather than one of authority is most commendable and should be the objective of those interested in education.

**ROBERT E. SCOTT**  
Superintendent, Hennepin County Schools  
Minneapolis

I am of the opinion that if the states surrender any of their rights over the control of education during the emergency, then it will be difficult to get them back from the federal government. Federal bureaus will have been set up, personnel hired, building and offices equipped. It will be difficult to dislodge them.

What we do not want is long distant supervision and control by directives or otherwise.

1. State universities as well as state teachers' colleges should be included in federal aid laws.

2. There are too many loopholes if money goes to states with no restrictions. Public schools should be definitely defined and federal aid granted for their use in improving education for the poorer localities first. Federal aid should be for the purpose of equalizing education. Rural sections, as a rule, need the aid most.

3. In my opinion one of the reasons for federal aid is to bring the minority races, including Mexicans, Negroes, Indians and Orientals, up to a standard nearer to that of the majority race.

4. I should like to see a Secretary of Education in the President's cabinet. I see little or no advantage in a federal board of education over a commissioner.

5. I believe it would be possible for the federal government to pass a law with a program of cooperation so the states could use the funds under certain definite conditions but with no federal control, supervision or directives.

6. Federal government could not furnish funds for education without setting up standards.

**WILLARD B. SPALDING**  
Superintendent, Portland, Ore.

Federal-state relations in education will always be on an unsound basis if the interest of the nation in the education of all of its children is denied through the denial of the right of the nation to demand that minimum standards be met wherever federal funds are used. The document under discussion opposes the establishment of such minims and is, to that extent, unsound.

The United States is the only major nation without a cabinet member representing education. No proposal is made to strengthen the Office of Education by creating such a position. This deficiency is a serious one in any study of the problem of the federal government in relation to education. Vigorous and forthright endorsement of the creation of such a cabinet post is immediately necessary.

Public education in the United States has been under the control of lay boards since its beginning. Their values have exceeded their liabilities by a large margin. The proposal to place the federal program of

education within the historic framework of the public schools deserves complete support. This proposal is in entire harmony with the need for a Secretary of Education with cabinet rank.

The emphasis upon the improvement of state boards of education and upon the selection by such boards of competent persons to head programs of education at the state level is a necessary prerequisite of channeling funds through that office. Federal-state relations will improve only as both agencies become more competent.

The special grants of the federal government in the field of vocational education are notorious examples of the way in which this type of financing tends to develop dual school systems at all levels of educational organization. The emphasis upon making all contributions general is praiseworthy.

The foregoing specific comments indicate that the document "Federal-State Relations in Education" has many excellent suggestions and some poor ones. It is, on the whole, a middle-of-the-road statement which endeavors to avoid known pitfalls and to please as many persons and agree with as many points of view as possible. It omits any reference to private institutions. It deals only with public schools.

It does not concern itself with the ends toward which federal financing should be directed. It does not recognize that a purposeless program is usually a meaningless program. Its sole achievement, in the long run, will be to provoke discussion out of which may come an inclusive and dynamic statement of relationship which may result in action.

## WRITE FOR YOUR VOLUME INDEX

If you bind your volumes of *The Nation's Schools* you will want the index to Volume 35, covering issues from January through June 1945. War-time paper rationing prevents its publication in the magazine. Send requests to 919 N. Michigan, Chicago 11, Ill.

# Reeducation of the Axis Nations

## *our immediate concern*

THE reeducation of the so-called "Axis nations" is a problem of international scope and magnitude which can hardly be exaggerated. It is a problem which affects all nations of the world since modern means of communication and transportation have made our world comparatively small and have tremendously complicated all human relations.

We can no longer maintain the same attitudes toward other countries that we had twenty-five years ago and get along with them. Conditions and situations demand that we develop and maintain a cosmopolitan attitude of helpfulness toward the less fortunate nations of the earth.

### **Set Our Own House in Order**

The task of setting up a program by which the defeated or conquered nations are to be reshaped educationally is a delicate one. Who are we to pose as such a splendid example of an educational paradise? We need to set our own house in order before making suggestions to others.

In this country, the race problem is one that has embarrassed the cultured people not only of the South but also of the North, West and East. We have prejudices against the Negro in the South and Northwest, against the Mexican in the Southwest, the Japanese and other Orientals in the West and against the Jew throughout the nation. These races or culture groups are discriminated against in varying degrees, depending upon the location, the situation and the people of a particular region.

We are quick to advocate equality but practice it only when it happens to fit into our particular pattern of behavior. When it does not, we go our several ways and boast that this is our free America—and thank God that it is—a country which gives us the right to live as we choose, so long as we do not interfere with the rights of others, and to criticize our neigh-

**ARTHUR LEE LONG**

Associate Professor of Education  
Stephen F. Austin State Teachers' College  
Nacogdoches, Tex.

bor and even the government itself. We are lacking in equality in many respects, among them equality of opportunity, equality of protection under the law and equality of health protection.

A benevolent cosmopolitan attitude toward the defeated nations is not enough today. We need wise and comprehensive planning and action immediately by an international organization which will facilitate and promote education for the masses on a wide scale. Such organization is now being formed.

In any practical plan certain major factors must not be obscured or confused. The first is the need for establishing a permanent and equitable peace. Any permanent peace must allow each nation to make some sort of constructive contribution toward the continuance of amicable relations among all the nations concerned.

The second factor is our own need for remaining on good terms with our neighbors. The fact that international contacts and crosscurrents are becoming more and more numerous means that we cannot always have things our way. We must learn how to get along with many peoples, even under adverse circumstances. Therefore, we need to know a great deal, not only about the Axis nations but about our Allies as well. We should be diligently studying the languages, arts, cultures, social, economic and educational needs of our Allies.

A third important factor to be considered in working out an Axis educational program is that all basic plans must be agreed upon by all major parties concerned. We must not lose sight of the necessity of cordial agreement among ourselves and

our Allies. This is of prime necessity in all leading issues. We must maintain an attitude of open-mindedness toward our neighbors, our Allies and even the defeated countries.

A fourth factor to be considered is the time required to bring about great changes in matters of education and culture. Education to become effective is a comparatively slow process which allows or provides for adaptations to be made and organized. As a rule, great achievements are not realized in a single bound.

### **Changes Take Time**

Ideas, like trees, grow rather slowly until they have developed a good root system to support them. We must realize that education will be closely tied up with, and intimately related to, the traditions, customs, conventions and culture of each nation or country concerned. No amount of conditioning and adaptation can bring about the necessary changes in a short time.

Plans for organizing an international education commission are now under way. Capable leaders should be selected from each national organization. This commission should have the power to form itself into a democratic body and set up its own rules for operation. Here is an excellent opportunity to teach democracy by example.

It is a matter of great importance that some means of directing the educational activities of the Axis be provided, now that the war is over. The process of reeducating people in large numbers requires skill.

One task of education is that of directing energy so that it will be beneficial both to the individual and to the group. Great progress will have been made when the peoples of the conquered countries learn the meaning of self-knowledge, self-discipline and responsibility. The application and expansion of the doc-

trine of equality of opportunity would greatly advance the cause of education in foreign countries. The degree or extent to which education functions as life, growth and a re-organization of human experiences will tend to popularize education in the Allied countries as well as the conquered nations.

If we teach people how to think instead of what to think and show them that as a result of their thinking they get ahead of the people who have been taught what to think, this, in itself, will tend to popularize education. The real test of education is how to bring the experiences and thinking of the conquered countries to bear upon their own personal and social problems so that they can make satisfactory adjustments.

The establishment and maintenance of order in the Axis countries is a problem of major proportions. To set up an educational system without first having law and order would be a first-class mistake. In the beginning of the program, certainly the school should be under the protection and control of the government but as the people become responsible and self-directive, this control should come from within the state itself.

The international commission in charge of these affairs probably

would do well to select outstanding natives to fill key positions in the schools. In this way an opportunity would be provided for them to make a real contribution to the education and the culture of their own people. If they could be induced to become as enthusiastic and fanatical about worth-while ideals as they have been about unworthy ideals, they no doubt would make a definite contribution to this undertaking.

There should be no soft words with these peoples; they need to be confronted with all the facts regarding their frightful and hideous past. Any Nazi ideology or Japanese ancestral worship must be rejected and counteracted immediately. The history of democratic countries should be studied alongside their own in order that they can make an objective comparison of the two types of government and the achievements of each. Prejudices will soon fade into the background under this kind of firmly administered direction and management.

Nonschool educative agencies, which are outside the direction or control of the school, are highly effective in developing personal and social patterns of behavior. They include the home, the press, the church, the motion picture, the radio.

created equal" and are entitled to the foundations of a good education. These foundations are today available to all Americans in the elementary and secondary schools of the nation. The state, which is the servant of the people, cannot attempt to fill the religious need of any special group of citizens.

It is agreed that "Today the Catholic parochial school, like any other nonpublic school, must be regarded as an agency of protest against either public school curriculums or public school practices." However, denominational schools existed before public schools and have a right to continue to exist only according to the support the denominations can give.

Since, with the exception of certain religious teachings, the curriculum of nonpublic schools varies little from that of public free schools it would follow that protests are based entirely on religious ideals. Since religious freedom is guaranteed all American citizens, it is the right of any religious group to establish and support schools which are operated along lines in keeping with its beliefs, but there is no reasonable argument to substantiate a claim for public financial support of "protest" schools.

#### Schools Acceptable to All

The government, both state and federal, has sought to establish schools which are acceptable to all American citizens. This has been done by rigid adherence to the principle that "church and state should not mix." Under the freedom of American government, churchmen who do not approve of the public schools have the right to establish schools of their own and maintain them, but not at public expense. It is not the moral obligation of the federal government to provide schools acceptable to any one church but to provide schools giving the highest educational advantages to children of parents of any religious affiliation or of none at all.

It can be truthfully said and substantiated that there are no practices in American public schools which might become, or have been in times past, offensive to any religious group. Certain it is that during my own experience of some twenty-two years, I have observed nothing being taught by public school teachers, Protestant or Catholic, which would reflect on any religion.

## Church Schools Have No Claim on Public Funds

BENJAMIN A. COPASS Jr.

Superintendent, Iraan, Tex.

EARNED men and women have discussed for years the subject of financial support from public tax money to schools and colleges owned and operated by various churches. The subject has been brought to public attention more especially with reference to the Catholic parochial school.

Chief reason for claiming that public money should be given parochial schools centers on a claim that public schools, which are in theory and practice nonsectarian, do not satisfy Catholic parents. This contention is ably advocated in recent articles in *The Nation's Schools* by Francis J. Donohue, assistant professor of education at the University of Detroit.

Granted that the public schools do not satisfy Catholic parents so far as religious training is concerned. Public schools from their inception have not attempted to satisfy the religious teachings of *any* church denomination. To attempt to do so would be to invite catastrophe to the public school structure of the nation. The idea that schools should be free from religious teaching is solidly bound up in the Constitution of the United States for the protection, not only of Catholics, but of all churchmen of all faiths.

The school, it is true, was first fostered by churches and our great educational institutions in America grew out of the idea that "all men are

# Public Schools Should Teach a Knowledge of the Religions

J. PAUL WILLIAMS

Professor in the Department of Religion, Mount Holyoke College  
and Visiting Professor, Hartford Seminary Foundation

MANY schoolmen have a narrow definition of religion.\* They equate religion with what goes on in the churches or synagogues that they happen to be familiar with. Yet a careful study of religious data leads most students to the conclusion that religion of some kind is a universal human possession.

Religion, in this sense, is the behavior of men when they attempt to relate themselves to what they believe is ultimate reality and religious education is an education in values, in fundamental points of view, in ways of looking at life and society and the universe.

Thus, religious education is important, not because it is needed to make men religious—they are incurably so—but in order that they may have a superior religion and may choose their basic values after they have become acquainted with the best and the worst that men have thought and done in the field of values.

## Public Education Omits Religion

Schoolmen set for themselves the ideal of educating the whole child and of introducing him to the whole culture. Yet they leave out of public education any direct consideration of that aspect of living which has been shown over and again to be most effective in reaching the basic motives of men and which is of primary importance in understanding the culture in which we live.

Unless more adequate arrangements can be made for educating future American citizens in religion, I can see no escape from the thesis that a kind of nativist religion will probably arise, as Fascism and Communism arose in Europe, which will

be based on a narrow understanding of history and will not conserve many of the values which we hold most precious in American culture.

Today's solution of the problem of how to provide for education in religion was evolved a century ago. At that time knowledge of educational technics was scant; religious education was confused with sectarian education, and the solution which was evolved, the secular school, came about as a result of political compromise.

The secular school was not the result of lack of concern for religion; rather, it came into being because politicians could see no other way of preserving freedom than to make religious education the responsibility of the home and of the church and to throw religion as well as sectarianism out of the public schools. Today it is clear that the solution worked out a hundred years ago is inadequate; our great-grandfathers threw out the baby with the bath. The public schools must again teach religion.

The phrase "teach religion," as it is customarily used in the United States, means to inculcate with sectarian ideals and beliefs. Ordinarily, an instructor, when he "teaches religion" at the elementary or secondary level, and frequently at the collegiate level, endeavors to bring pupils to accept the truth as he sees it. He tries to bring them to see the Jewish or the Catholic or the Protestant or the secularist faith in its most favorable light and advocates acceptance of it as a way of life.

However, there is another kind of religious instruction which is essential to maturity in religion. It is teaching the knowledge of the religions. Certain religious facts are a vital part of the American culture,

without a knowledge of which no person can be truly educated. I propose that we leave the "teaching of religion" in the hands of the sectarian schools and put into the public schools the "teaching of the knowledge of the religions."

Let it be noted that in almost every state the law prohibits the teaching, not of religion, but of *sectarianism*.

In addition to teaching knowledge of the traditional religions, the public schools should *teach democracy as religion*. A democracy which will endure in time of crisis will be a democracy which has its roots deep in the religious convictions of a people. Effective belief in democracy is the faith that it is the will of God (or the law of nature) that the most satisfactory living will come to those persons who live democratically. Effective belief in democracy thus reflects one's faith in ultimate reality. Such a belief is made of the warmest cloth we human beings know; it is not opportunistic, built of flimsy material, fit to be discarded in bitter weather.

## Should Teach Democracy as Religion

The teaching of democracy as religion is much too important a concern for us to permit it to be the task of no agency in particular. The school has contact with all Americans and teachers and administrators are already devoted to democratic ideals. The school's teaching of democracy should be avowedly religious; it should attempt to reach basic motives.

If America's educators will seek a more mature understanding of religion, it will be possible for us to build a new democratic education which will preserve the best in the traditional religions and will fortify democracy.

\*This article states the thesis of the New Education and Religion by J. Paul Williams, Association Press, 1945. \$2.50.

# Teaching of Religion Should Be the Duty of the Churches

EDWIN H. WILSON

Editor of "The Humanist" and Minister of the All Souls Unitarian Church  
Schenectady, N. Y.

ALTHOUGH "The New Education and Religion" by Prof. J. Paul Williams presents many useful facts concerning the growth of sectarianism, the relation of church and state and possible methods of religious education, one does not feel that he has achieved his goal of an objective survey of the field on which to base his conclusions.

Instead, there is a rather subtle weighting of the evidence which, in spite of his assertion that "the division between church and state must not be compromised," leaves one with the impression that as a proponent of religious education, he would recommend for public schools any and all means of religious education that public opinion would permit. What is left out is most eloquent.

## Overlooks Objections

Professor Williams does not argue warmly for weekday religious education but neither does he argue warmly against it. It receives too scant attention. To be adequate the book should have discussed the objections advanced, particularly in New York and Chicago, in 1940-41. Convincing claims were made then that public schools in which religion is taught are administratively a nuisance; deprive the pupil of time needed for his regular school program; introduce a divisive religious identification into our melting pot; actually and practically work to the detriment of the smaller sects and of secular pupils; bring discredit on religion because of its utilization of the coercive authority of the state over the child, and are but an opening wedge for further inroads of sectarianism.

We believe that the author too easily accepts at face value the worth of much that passes for character

training under church direction and underestimates the value of ethical training in the public schools.

One can agree with the author that Sunday schools should train their teachers, give their schools more adequate equipment and raise standards. But we believe that the churches should teach religion on their own time and premises with their own funds and in their own way. Professor Williams suggests that teachers could be trained who would impart the facts of all religion in elementary schools and high schools. This would be possible and desirable only when the sectarian spirit in the community had so abated as to make sure that such classes would not be an indirect way for the sects to invade the public schools and that school boards and the community would permit objectivity.

The author says we should utilize existing facilities including the parochial schools. We wish that he had reviewed the claim of Arvid J. Burke in "Defensible Spending for Public Instruction" that a system of competing private schools will lower standards and raise costs in education. The logic of sectarian schools is, for instance, that each of the 56 sects the author lists as in Massachusetts in 1936, not to mention 40 more sects with less than three churches, should start a school of its own to compete with public schools. Under such circumstances, what would become of democratic unity? If only the major faiths are able to start such schools, what of justice to minorities?

Sectarianism is itself a major handicap to democracy. It is antidemocratic and authoritarian in spirit. Much religious education consists in the inculcation of prescientific ideas that lay the foundations for future

conflict when the pupil gains the use of his critical faculties in college. Before formal religion as such can safely be the subject of instruction in our public schools, the churches should put their own houses in order by mitigating their inherent dogmatism and credal intolerance in favor of greater individual religious liberty and more interfaith cooperation.

The author suggests teaching democracy as religion. We do not believe this will help. In his own terms, the author gives religion a special place which, if it is to be effective, needs to be apart from the power of the state. It is desirable that the state always have a spiritual force independent of it and able to criticize it.

## The Situation in Schools Today

As presented by the author, our public schools already teach one kind of religion which is in conflict with the supernatural religion of the churches. "Present arrangements in the public schools," he states, "stack the cards in favor of the religion of the secularists" by which he means "the religion of those who oppose traditional religions and favor a mechanistic philosophy of life."

Apart from the fact that he does some card stacking of his own and seems to ignore a century of philosophy, apparently equating present day naturalism and humanism with mechanism and materialism, we hold that a more balanced volume would have presented arguments such as are found in "The Public Schools and Spiritual Values," edited by J. S. Brubacher, which holds that "there is no opposition between the present secular public school and the conservation and cultivation of spiritual interests in American life." Our personal bias is of this sort.

# Flexibility a Goal in Teaching

MYRTLE MANN GILLET

Psychologist, Supervisor of Special Education  
Philadelphia Public Schools

DESPITE all talk to the contrary, teachers alone in all the school system have the job of educating our children and, in order to do so well, they must and can, as intelligent observers, determine from experience how each child learns most easily.

School people, from the newest teacher up to the oldest and loftiest superintendent, must select from the conventional curriculum what is still useful and add to it whatever new is needed.

1. We are sure that children learn from their experiences in their homes, on the streets, in school; hence, the more experience we can give them, the better; the greater will be their endowment, the easier for them to learn.

2. We know that the school was originally intended to provide the tools for learning and that this is still its main purpose at every level.

3. We believe that to this end the school should aim to transmit to the pupils the essentials of the experiences of those men and women who have lived, worked and thought before us, since the beginning of recorded history. The essentials of whatever is transmitted depend upon the needs of the children and of the society to which they belong.

## Educational Minimums Defined

4. We believe there is a certain educational minimum for every individual, after which he can continue learning, with or without help. The minimum essentials would include intellectual, physical and social factors. The intellectual would include knowledge derived from books, information from any source and good use of that information, *i.e.* clear and accurate thinking based upon adequate accurate knowledge, within the limits of each individual's capacity. The physical and social essentials are shared by the school with the home.

5. Gradation of the school curriculum is the result of past efforts to divide the material to be learned into learnable units. We know that

people are not machines, that they learn at different speeds and not uniformly at the same speed. If our academic superiors had not insisted upon a set scheme for learning we should long ago have had a flexible curriculum.

6. It goes without saying that teachers from the humblest newcomer to the highest administrator must be well informed and appreciative of the abilities of others.

## Must Work With What We Have

Educators cannot re-create children or adults or add to their mental stature. We can only help each individual to use his gifts. We must work with what we have.

7. We believe that the school cannot supply an individual with a sense of responsibility, that no training can be given unless children or adults have the latent possibilities for receiving it. Any other training is merely restraint from without, which will evaporate when the force is removed. We admit that for some, restraint is the only discipline possible but nearly everyone starts out with a modicum of ability and with a desire to "belong," to be like others around him and to be liked by them. The desire disappears or is suppressed if the necessary behavior for achieving this goal is too difficult.

8. Leadership in any group can be real only if it represents the marshalling of all the gifts of all of the members of that group. It does not consist of the issuance of decrees and orders by one group to another. Neither democracy nor any educational integrity can exist if group cooperation turns out to be unwilling acquiescence to dictatorship, no matter how kindly or well intentioned either side may be.

There is no leadership if promises by word of mouth are not as strictly kept as written contracts. Quibbling and sharp-dealing undermine the child's respect for his leader.

The school as an educative force

is not just a building, although a good building makes teaching and learning easier; it is rather the sum total of the teacher intelligence. The members of the administration, though they can be of great help, are merely a part of the material equipment of the school and not an essential factor, except as each member is and remains a teacher. We could learn and we could teach without buildings and administrators but not without teachers and pupils.

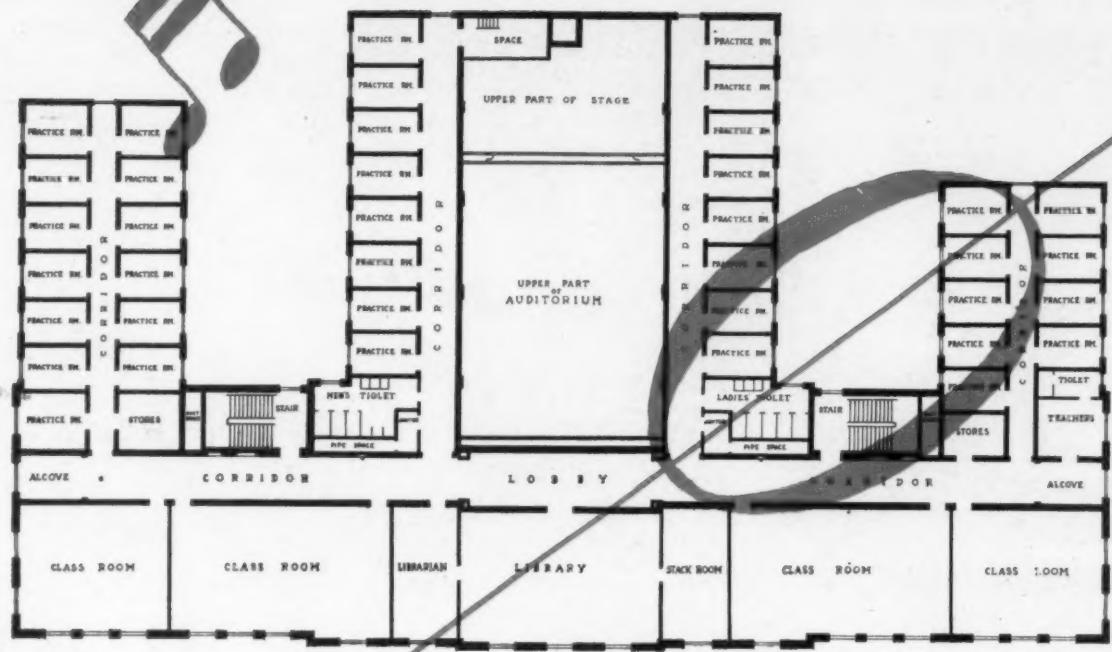
9. We believe that teachers can produce the best results if they use their own brains, their own common sense and their own methods based upon their common-sense judgments of results. No person can do well if he learns like a parrot; he can do well only if he uses his own endowments. Teacher-training in service can easily turn into indoctrination of forms, forcing the will of the most powerful in office upon the less aggressive. We believe that the easiest way to make an adult or child grow is to avoid prescribing a type of behavior foreign to his make-up.

## Loyalty Must Be Inspired

10. We are certain that the administration and the teacher cannot manufacture loyalty in their charges; they can only provide the conditions which inspire loyalty.

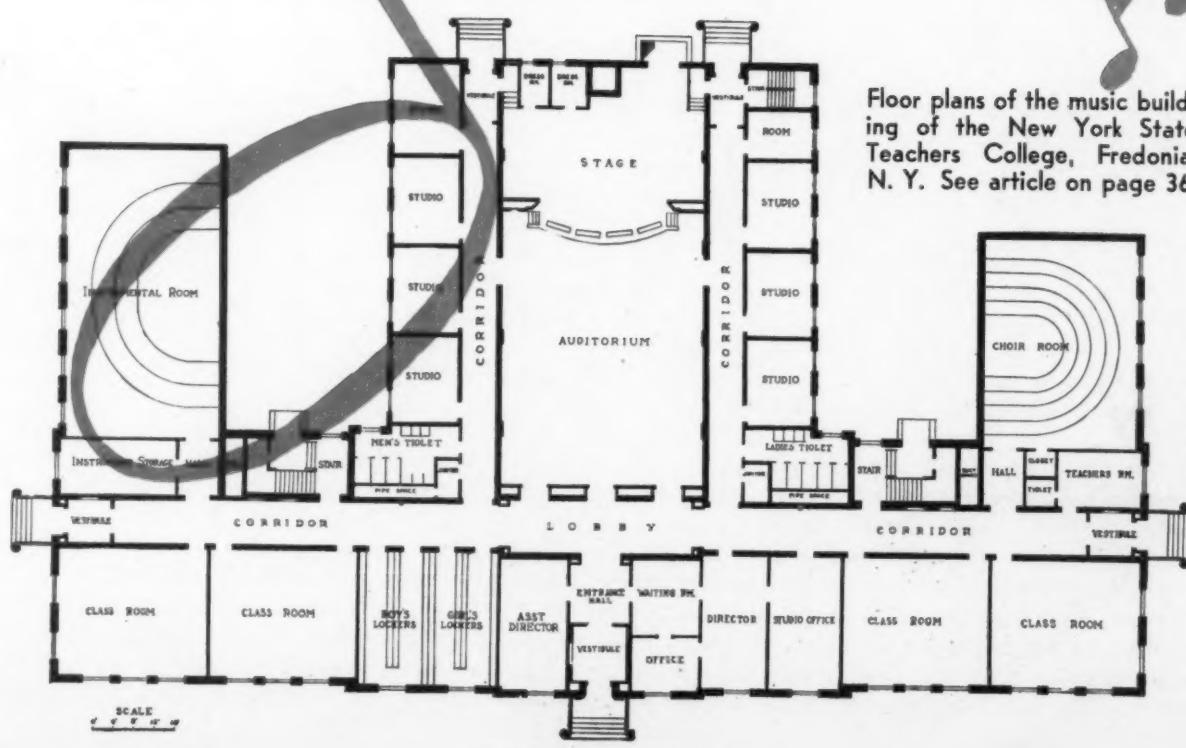
Too much reference to laws and legal rights, to rules, duties and obligations is a sign of weakness in conditions and is bad for morale. Good will and mutual respect between teacher and pupil create good morale and a feeling of loyalty.

For years we have talked of education as a means of bringing out what is in a child or in an adult. This is still true but there is no human development without feeding, no education without spiritual and intellectual food. It is the educator's province to feed, to gather the mental nourishment and distribute it sensibly and freely. The teacher must realize that she has within her the gift needed to teach. Little by little she is waking up and demanding the freedom to use this gift.



PLANNING FOR

# Music



FIRST FLOOR PLAN



Music room in the Stonewall Jackson High School, Charleston, W. Va.

## A Music Room *Plus*

THE high school music department should be a music room *plus*, not just an arrangement to satisfy the planner but one which meets the functional requirements of the teaching of music. The traveling music teacher of other days, with his pitch pipe or tuning fork, who appeared once a week, passed out song books and led the pupils in a group sing is fast becoming a horse-and-buggy institution. High school music departments now have accommodations not only for a grand piano but also for the seating of a hundred or more pupils who receive periodic instruction in the fundamentals of music.

Song books are neatly put away, when not in use, in storage spaces provided in the music room. Besides the grand piano, there are usually a record player and a carefully selected and cataloged record library or perhaps a record player in combination with a radio receiver to assist with the lessons. Television equipment

will doubtless be added before long.

The modern high school provides facilities for the high school band which takes part in civic celebrations and parades and contributes to the many school functions, particularly football games. For the band there is a well-appointed and well-arranged library of band music in the school music room, available for all occasions. Many of the larger band instruments, such as tubas, baritones, trombones, bass drums and snare drums, which are too bulky to be taken home, find a safe and properly planned storage space in the music department.

The band practices in the music room proper but individual lessons and practice are carried on in special rooms, planned for this purpose, as well as for the use of pupils interested in elocution or dramatics. Ample space is allowed in planning a music department, therefore, not only for various working tools and materials but for individual study.

**M. M. KONARSKI**

Architect, Akron, Ohio

The indispensable school orchestra uses the music department facilities most extensively, the music room for rehearsals, the practice rooms for individual instruction and work. It uses the storage space for instruments which are too bulky to transport, such as the bass viol, the cello and the large brasses. Its sheet music library is carefully planned and arranged.

Then there are the choral groups with their voluminous stacks of musical selections and the dramatic groups with their quantities of working paraphernalia which also use the music department facilities. These, too, require storage space. The high school music department is, in short, a workshop where the many and necessary tools for building, prepar-

ing and rehearsing finished programs are kept easily available at all times.

In addition to these groups, we must not forget the radio club members who may wish to try their hands at broadcasting, if only over the public address system, and the aspiring broadcasters who need a place for their auditions. There are also smaller groups, such as history clubs and debating and science societies, for which the large school auditorium is too overpowering in size and too resounding for satisfactory use. For these, the music room may provide a more suitable "little theater."

Architecturally, a room large enough to accommodate from 100 to 200 persons should be planned for high school vocal or instrumental work or for the combination of the two. It should be nearly square so that, measuring radially, each pupil in the various rows will be the same distance from the central directing point.

A section of the floor space may well be left flat for intimate groupings, while the remaining floor area should be arranged in tiers. The height of the room can best be determined by the designer. A stage or platform in proper proportion to the room but adequate for the various demands is practically indispensable.

#### Various Sizes for Practice Rooms

The practice rooms adjacent to the main room for individual instrumental or vocal instruction or for the use of small groups should range in size from a large room capable of housing a grand piano to a small one where the lonely clarinet or piccolo player may hold forth. The number and arrangement of these practice rooms, as well as the various storage and filing spaces for materials and instruments, will depend largely on existing requirements.

The need for ample and flexible electrical service and equipment cannot be overlooked. The music stands for the players should have easily accessible lighting connections for plugging in along the risers of the tiers as well as in other parts of the room. The stage or platform, regardless of size, should have lighting equipment comparable to that of a theater stage. This is an excellent place to introduce the pupil to the

spotlight. A capacity bus bar arrangement would be helpful in making easy and flexible connections when and where needed and afford greater electrical energy distribution and supply.

The problems of sound absorption and sound transmission should be carefully studied so as to prevent disturbance of other classes. Each individual component of the music department should be sealed off effectively from every other and the group of rooms as a whole should be sealed off from the rest of the building. An entry with two sets of doors will help to break direct sound transmission to the rest of the building.

Needless to say, a satisfactory acoustical treatment of the individual rooms will challenge the ability of the designer. The band must be able to approach normal playing volume in its rehearsals while at the same time the individual music pupil in another room should be able to sing or play without undue exertion or effort and the pupil who is practicing or taking a lesson, to carry on in one of the small rooms without annoying or disturbing the classroom work next door.

#### Humidity Must Be Considered

To help in sealing off sound, the heating and ventilating system of the music department should be self-contained and connected with the main building in the most indirect way possible. Attention should be paid to the control of humidity, particularly in the places where musical instruments are stored. Long, hot, dry periods during the summer may

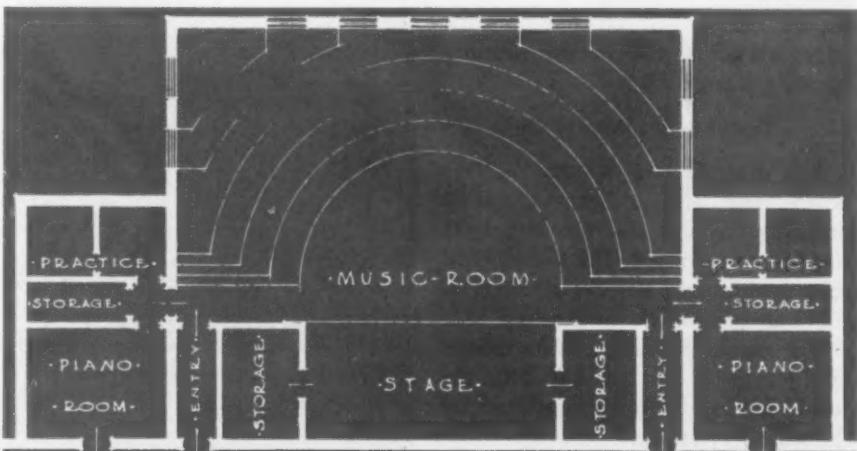
spell ruin or damage to the wood instruments unless provision is made against this.

In spite of the best efforts of the building designer, however, a certain amount of sound is bound to be heard, directly or indirectly, in other parts of the building. If the sounds are not disturbingly objectionable, they may be so beautiful that they are distracting to pupils in the classrooms or study hall. Isolation of the music department is the only answer, but accessibility must also be considered.

#### Location Is Important

As long as the larger part of the school population receives music instruction regularly, the department should be centrally located for all so as to reduce lengthy travel from remote parts of the building. As far as sound transmission is concerned, a central location on the top story of the building would be helpful in sending the emanating tones heavenward and avoiding vertical transmission through the building.

Placing the music department in a centrally located wing on the ground floor, especially if it is near the stage of the auditorium, would be desirable. Accessibility is an important factor when many large and bulky musical instruments, sheet music and other equipment must be moved from the music department to the school auditorium for the "final show." With the music department located on an upper floor, an elevator would be of great assistance in this respect. It is too often conveniently omitted from school building plans.



Plan for a high school music room.



Music building of the New York State Teachers College, Fredonia, N. Y.  
William E. Haugaard, former state commissioner of architecture, architect.

# MUSIC BUILDING

## *for* Future Teachers

THE State Teachers College at Fredonia, N. Y., is an outgrowth of the former New York State Normal School which was established in 1900.

The music building is the first of a group which will ultimately comprise the main instructional quadrangle of the college. Three others, which have been approved by the Postwar Planning Commission, are a school of practice, an administration building and an auditorium and gymnasium. Plans for the proposed buildings are shown below and on the opposite page; those of the music building appear on page 33.

### Planned for the Future

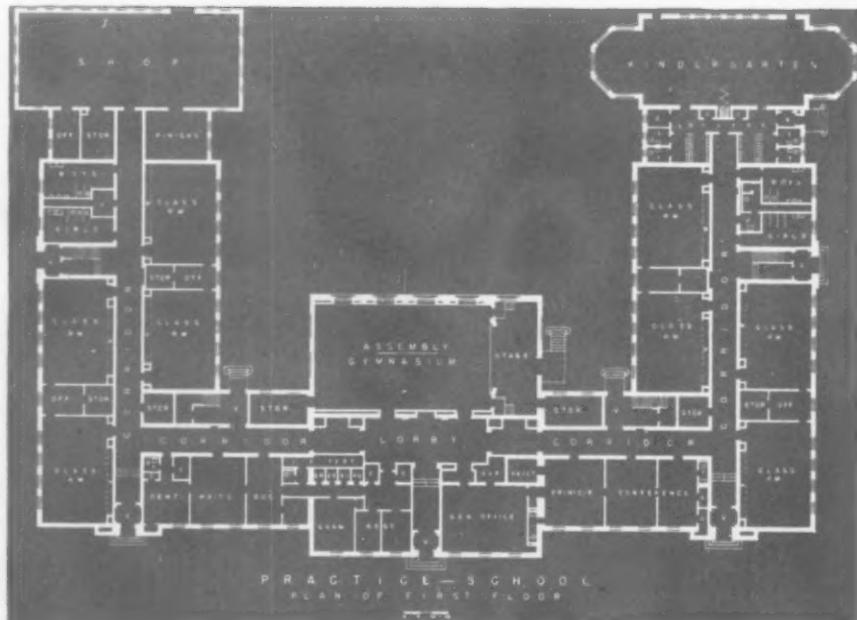
It is planned also to construct two dormitories and a student union building. When the whole project has been completed, the old normal school buildings will be released to the state for other purposes.

The music building was completed in 1941 at a cost of \$325,000, the funds having been appropriated by the state legislature.

The plans for the building were drawn in the state architect's office.

**LESLIE R. GREGORY**

Principal, State Teachers College  
Fredonia, N. Y.



#### First floor plan of the practice school.



Since buildings for this specialized purpose are not common in teachers' colleges there was little precedent to go by. The present structure accommodates 200 students who are preparing to become teachers and supervisors of public school music. The curriculum is four years in length.

The building is of Georgian-Colonial architecture. It has six classrooms of standard size and two which are larger; nine studios; 38 practice rooms; one instrumental ensemble room; one choral room; a recital hall seating 280 persons; a library, and a number of offices. The dimensions of the practice rooms are 8½ by 12 feet; studios, 12 by 16 feet; six classrooms, 24 by 29 feet; two classrooms, 25 by 43 feet; recital hall, 40 by 53 feet; choral room, 40 by 29 feet; instrumental room, 29 by 55 feet; library, 25 by 45 feet.

The practice rooms, studios and ensemble rooms have soundproof doors. These do not eliminate altogether the sound of music from within but they do reduce it. All floors, except those in the ensemble rooms, are of asphalt tile. Heating is by natural gas.

#### Certain Changes Seem Desirable

After four years of usage, certain changes would seem to be desirable. One serious error in construction was made. It had been argued by the college administration that acoustic tile should be used on the ceilings and walls of all studios, practice rooms and ensemble rooms. However, the administration was overruled and acoustic plaster was applied. The error was made in applying two coats of oil paint to the acoustic plaster with the result that the rooms were not usable.

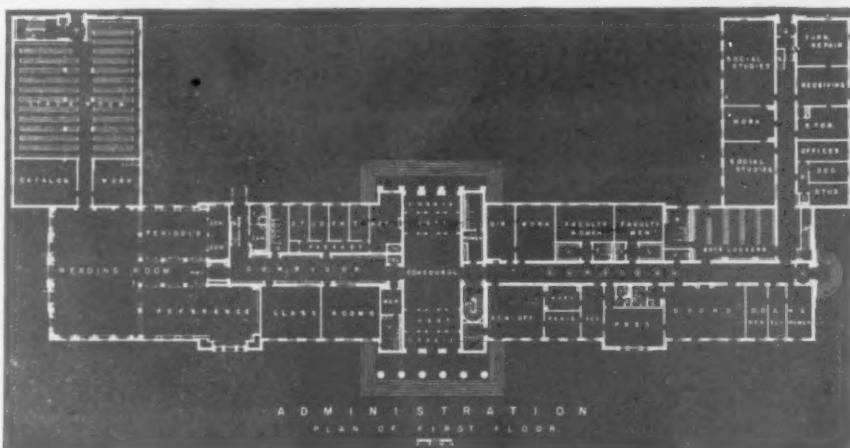
To correct the condition, acoustic tile was applied to the ceilings of all of these rooms and wall borders of the same material were brought down from the ceilings to the point where the best sound effects were obtained. This summer all rooms in the building will have their ceilings covered with tile.

Another error was made in using concrete for the floors of the large choral and instrumental ensemble

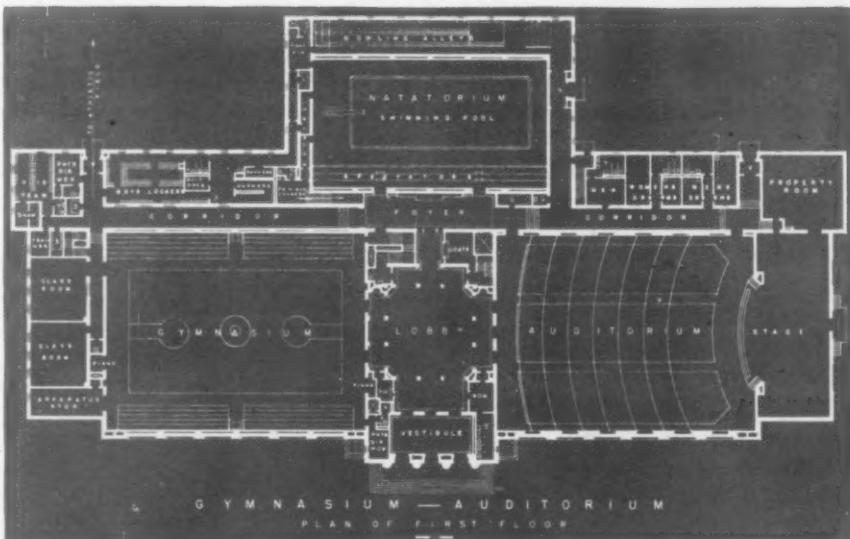
rooms. It is now felt that rubber flooring would be better. With the installation of a sufficient amount of tile on the walls and ceilings, the undesirable qualities of the concrete floors can be overcome, however.

Another condition which needs remedying is the heating of the practice rooms. The heating of the building, except for these rooms, is thermostatically controlled. Lack of such

may be planning a music building. There should be a locker for each student. All of them need not be oversize but it is necessary that some be large enough to accommodate large instruments, such as the cello. Furthermore, the lockers should not have flat tops. When they are flat, students, despite regulations to the contrary, are prone to leave their solo instruments on top of the lockers



First floor plan of the administration building.



First floor plan of the gymnasium and auditorium building.

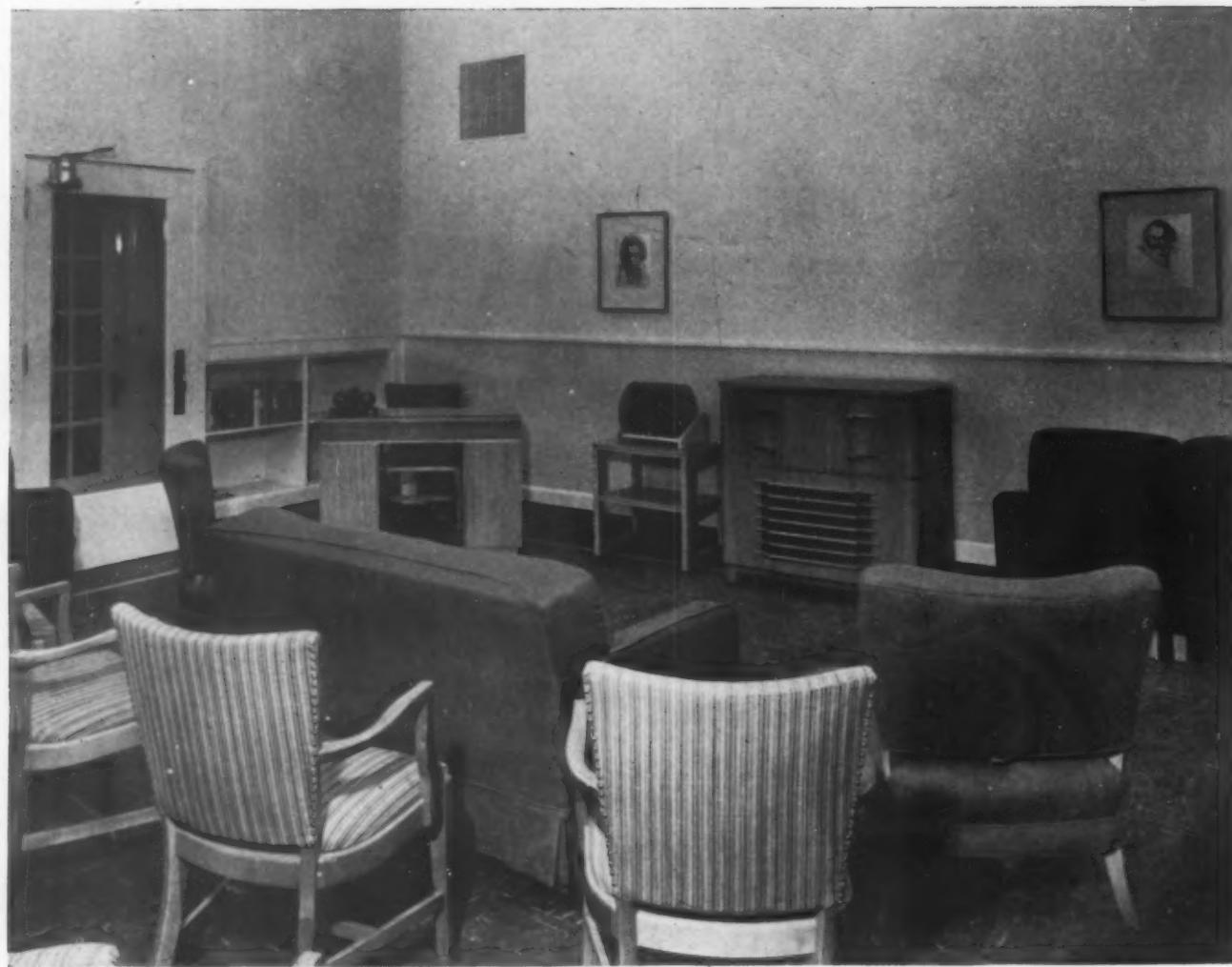
Architects for the practice school, administration building and gymnasium and auditorium building were Cornelius J. White, state architect, and Tooker and Marsh, associated architects. These buildings were sponsored by the New York State Planning Commission.

control in the practice rooms means that when they are not in use and the doors are closed, they become overheated which is highly injurious to the pianos. So far no satisfactory solution has been found to this problem.

The service lockers are another point to be considered by those who

where they are exposed to damage and theft.

I have called attention to these special points for consideration because from the experience we have had with our music building I feel it will be helpful to others to know about them. A special booklet describing this building is available.



Facilities are provided for listening to recordings in the best possible environment.

THE Sternglanz Memorial, a music listening room in the El Paso High School, El Paso, Tex., is a living, dynamic, enduring tribute to a graduate of the school and of Harvard University whose plane was shot down over Saint-Nazaire, France, in 1943. The architect was instructed to provide the finest type of room possible for listening to good music, where pupils could come and enjoy a period of relaxation in beautiful and dignified surroundings and receive the inspiration of symphonic music. The room is adjacent to the classroom for vocal and instrumental music.

This intimate linking up of music study and practice with facilities for listening to recordings in the best possible environment is a happy solution of the music department's problem in a high school of 1600 pupils. The two rooms are connected, as shown on the accompanying plan, by double, soundproof plate glass doors so that the teacher

## Designed for Listening

**E. W. CARROLL**

O. H. Thorman and E. W. Carroll, Architects  
El Paso, Tex.

can supervise both rooms from one vantage point.

The listening room is treated acoustically for the playing of recorded music. The wall immediately behind the instrument is plastered so as to act as a sounding board. The other three walls and the ceiling are treated with just the proper amount of acoustical material to balance the high and low notes and to provide perfect reception for the listeners. The old oak floor is covered with asphalt tile and base. A wainscot of hard plaster encircles the room at a height of about 3 feet serving as a

protective dado. Acoustical treatment is not necessary at this level since the function of absorbing sound is performed by the furniture and the occupants.

The room is air conditioned for summer and winter. By thus eliminating the need for opening windows or doors for ventilation, it is possible to control all sounds developing within the room. This isolation is invaluable in preventing disturbance to other portions of the building and to the grounds near by where various activities are in progress. Fluorescent lighting of the

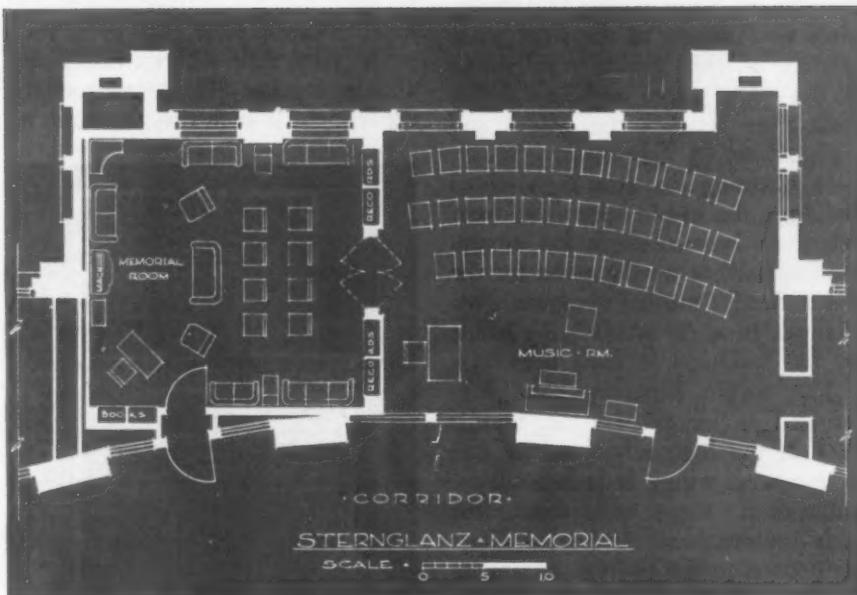


Ivory, brown, old rose and blue make an attractive color scheme.

flush ceiling type is both adequate and consistent with the design of the room and its furnishings.

The furniture is specially built and is of bleached mahogany and maple, its upholstery harmonizing with the color scheme of the room which consists of various tints of ivory, brown, old rose and blue. The recording machine and radio is the finest obtainable. Portraits in charcoal of the great masters, Beethoven, Brahms, Bach and Mozart, adorn the front and rear walls.

The listening room is used not only by the music pupils but also by classes in associated or related subjects, such as English and public-speaking, the pupils obtaining much benefit from listening to the reading of famous essays and poems. The proximity of the music room enables pupils to study and practice their selections in one room and then go into the memorial room to hear



the finest orchestras and instrumentalists produce the same music. It is a most inspiring and helpful method of teaching.

Recordings include arias from the operas, complete symphonic arrangements, string ensembles, piano and concert music. The music library has been started with several works of outstanding critics and authorities.

There are built-in shelves for these volumes.

The original records given with the memorial represent an expenditure of about \$1500 and it is hoped that through the years this collection will be increased many times. Selections are being added continually as soon as they become available on the market.



High school, Fairfield, Iowa, showing the band room located behind the auditorium at the left of the photograph. Floor plan shown below. Keffer and Jones, architects, Des Moines.

## At Public Request

WHEN it became necessary to construct a new high school in Fairfield, Iowa, the community demanded that adequate provision be made for both instrumental and vocal music. This interest in music was the result of having a fine music department in Parsons College and of continued emphasis on music in the public schools.

In this city of 7000, four full-time music instructors are employed in the schools. One teaches and supervises vocal music in the four grade schools, another directs vocal music in the high school and two divide their time between the grades and high school in instrumental music.

In planning the new high school building, the music instructors were asked to submit plans for accommodations that would make for the most effective musical program. Few changes in these plans were made by the architects in their drawings.

The music department as constructed is located on the middle floor of the high school at the end of the west wing. It is behind the auditorium stage and above the girls' gymnasium. It has a direct connection to the auditorium and to the main building corridor. There is an outside entrance which makes it possible to use the music department rooms without opening the rest of the building. The music department is separated from the auditorium by a solid fire wall that has been acoustically treated.

As indicated on the accompanying plan, it is necessary to pass through

**W. G. PENCE**  
Superintendent, Fairfield, Iowa

three doors in going from either of the music rooms to the main hallway of the building. Practice rooms are located between the instrumental and vocal units. When the instrumental room is used for large groups, these practice rooms with doors closed act as acoustical barriers between the two music rooms and make it possible for both to be used at the same time without interfering with each other. The location of the department is such that there are no

complaints of disturbance from other parts of the building.

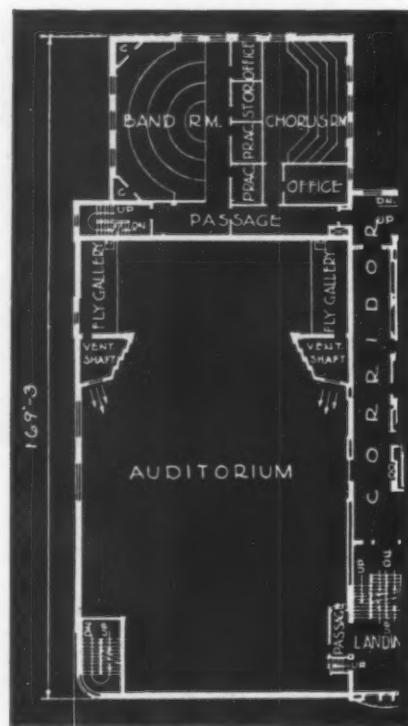
Ample storage space is provided by cases in the passageway on the same floor with the music rooms. The floor above the entire area of the passageway provides storage space for the larger instruments and for uniforms. The uniform storage is lightproof and tight enough to make mothproofing effective.

The floors of both the instrumental and vocal rooms are raised by a number of steps. About three fourths of the walls of these two rooms are acoustically treated so that instruments and voices can be used in the same volume as is necessary in the auditorium. The walls and ceilings of the practice rooms are covered with acoustical material. These rooms are lighted by skylights and have gravity ventilation through the roof.

The stage of the auditorium is an integral part of the music department. Adequate platforms and risers are provided as stage properties to make presentation of both large and small groups possible.

A public address system provides high fidelity speakers and microphones for the music department.

This department is used by the following organizations: first girls' chorus, second girls' chorus, freshman chorus, small vocal groups, boys' glee club, mixed chorus, madrigal group, high school band and orchestra, grade school band and orchestra, many small instrumental groups and individual music pupils.



END OF SCHOOLHOUSE PLANNING

EACH MONTH A QUESTIONNAIRE IS MAILED TO 500 REPRESENTATIVE SCHOOL ADMINISTRATORS

THE NATION'S SCHOOLS

# SCHOOL OPINION POLL

## *What About Expanded School Services?*

**S**IGNIFICANT in this month's poll is the high percentage of schoolmen who believe adult education and education in the thirteenth and fourteenth years can be expected to receive the support necessary for their early expansion. The greatest number of superintendents, 37 per cent, place adult education first, and 30 per cent check the thirteenth and fourteenth years as those expected to receive the necessary support.

As a follow up of last month's poll on postwar school financing, this month's questionnaire was sent to 500 superintendents, 18 per cent of whom had responded by closing time.

Regarding support for the expansion of teaching aids, two thirds of the superintendents believe visual aids will be expanded, as against a considerably smaller percentage who check radio and free textbooks.

"I believe the war has brought home the importance of visual aids as a teaching device," writes a New Jersey superintendent, "and I am hopeful that much of the visual education equipment of the armed forces will be made available to schools of limited financial ability."

Education problems created by the war have caused the majority of superintendents to mark health teaching, vocational education, guidance and physical education as curricular subjects which are expected to expand soon. As a superintendent from Texas writes: "Weaknesses found through the war will result in expanded remedial education, and health will probably receive first attention."

An Ohio superintendent states: "If national military training does not become effective, I expect to see the support necessary for early expansion of our physical education and health program."

School-community cooperation will

result in the expansion of recreation, 50 per cent of the superintendents believe. More than one fourth assert that school and community will cooperate to help bring about support for the expansion of medical and dental care. Only 18 per cent check the expansion of library service and postschool placement, the

existence of state and federal employment agencies doubtless causing the small percentage of votes cast for post-school placement.

Visual aids will experience the first expansion, say 23 per cent of the schoolmen. Health teaching will be second, and vocational education and adult education will follow in this order. One questionnaire added "education for veterans" as likely to receive the first support.

A superintendent from Oklahoma writes: "It will be necessary first to educate the adults as to the needs for extending the school program to include the kindergarten and at least two years of junior college work, in order to make our present twelve grades become definitely fifteen grades, required for graduation from local schools. To do this, we must promote more health, recreation and vocational guidance in our elementary and secondary schools."

A superintendent in Michigan believes that "planning grades 13 and 14 has great possibilities if, during these years, work experiences are planned as a part of the program. There will soon be a demand that all public schools do a better job in teaching the responsibilities of good citizenship."

A North Dakota superintendent comments realistically: "It is difficult to get people out here in North Dakota, who have spent so many years with no money, to expand education to any great extent. Our finances in the past have been much too limited to permit much thinking about expansion."

A far-seeing superintendent writes: "The schools of the nation are confronted with a tremendous problem of leadership. It must be truly intelligent leadership. The old curriculums will not suffice for the citizen of twenty years from now. We must have a new vision of the needs of the new generation and prepare it for the job to be done."

### QUESTIONS ASKED

#### OPINIONS EXPRESSED

##### 1. School services that can be expected to receive the support necessary for their early expansion

###### Organizational Services

Adult education	37%
13th and 14th years	30
Kindergarten	27
Special education	26
Elementary school	14
Nursery	9
Lengthened school day	4
Lengthened school year	4

###### Teaching Aids

Visual aids	67%
Radio	37
Free textbooks	19

###### Curricular Expansion

Health teaching	15%
Vocational education	42
Guidance	41
Physical education	38
Citizenship	27
Homemaking	21

###### School-Community Cooperation

Recreation	50%
Medical, dental inspection	27
Medical, dental remedial	27
Library service	18
Postschool placement	18

##### 2. Services in which expansion will come first

Visual aids	23%
Health teaching	17
Vocational education	13
Adult education	13



Dramatics club members receive valuable experience in all phases of stagecraft which challenge their interest and talents.

MY PHILOSOPHY of club guidance gleaned from twenty-two years of working with young people is felt and lived rather than phrased. I believe in the desire and right of pupils to organize into clubs and in the school's obligation to assist them with intelligent guidance.

#### Guidance Must Be Personal

A young person in a club which challenges his interest reveals facets of personality and character that his classroom teacher rarely glimpses. The real person joins the club; the conventional attends classes. Only by contact with the real person can guidance be personal and, for adolescents, only that guidance which is personal is effective. Clubs are strategic centers for social, moral, vocational guidance.

A well-organized dramatics club offers varied vocational training. Here can be obtained squad training in the fields of make-up, lighting, stage managing, costuming, acting, writing, advertising and sales promotion. Pupils serve an apprenticeship in one or more of these branches earning credits for admission to an advanced honor dramatics club.

The division of work, as outlined, and its component division of honors help to solve one of the heartbreak-

# Clubs Are Trumps

ing problems a dramatics coach often meets, presented by the unattractive child, hungrily eager for recognition, who finds compensation for his unpopularity in his dream of a be-dazzled audience riveting its attention on him. Casting him as a strong character in the club period plays or in minor parts in assembly plays, making him an announcer, even though the announcement must be created to provide him with an opportunity for public appearance, giving him responsibility as head of the ushers or as house manager—all these provide compensating experiences.

#### Dramatics Club Activities Vary

The activities of a high school dramatics club are widely varied. Members create and produce school-wide pageants, circuses, plays, assembly programs; they entertain numerous town groups and present radio programs. Members have been permitted on one occasion to appear in Walter Hampden's *Cyrano* and have been sought as a lighting crew for a local college production. Many of the boys and girls have found leisure-time activity after graduation in directing amateur plays for churches and other organizations.

Much the same technic of division of labor, adjusted opportunity and assigned individual responsibility can be employed in guiding the journalism club which is made up of the school newspaper staff. Having four editors, one each for news, features, sports and clubs, gives equal importance to four persons. A fifth editorship lends glamour to the make-up man.

Reporters who have earned their status by consistent work as contributors to five successive issues of the paper have learned the necessity for speed and accuracy. The editor who must train his assistant editors to produce one issue under editorial super-

vision and one without his help before he can win his pin realizes that with privilege and prestige go responsibility and self-discipline.

Sometimes editors, like gods of the mountain, become self-deified. Recalcitrant editors who cannot see the sports coach's point of view with regard to praising the team rather than building star players bring the wrath of the gymnasium office down upon their heads. Editors must win the trust and the respect of their news sources.

The boys and girls who learn to give most generously of their time and ideas to their club activities leave indelible memories. They are the happiest examples of what club guidance can do.

Florence, Mary and Ruth were members of a Newark west side honor dramatics club. One day they informed me they were appearing in a little theater downtown. I found them performing in an old office building under the direction of a young coach and his wife. The coach explained his aspirations for the girls. The girls' parents were satisfied. I was not. I bided my time, however.

#### Pupils Have Real Chance to Act

Then a miracle came to pass. Walter Hampden arrived in town playing in *Cyrano*. I was asked to provide eight of my dramatics club pupils as extras for the performance. Since Florence, Mary and Ruth were among those who had earned most service points in the honor dramatics club, they were chosen. To appear three nights in *Cyrano*, they had to drop out from the rehearsals of the little theater group. The coach stormed. He would spoil any chance they ever would have of appearing on Broadway. But he couldn't stop their appearing in *Cyrano* and his pathetic insignificance was apparent.

Mary's mother sought my advice about her daughter's dramatic future. I suggested that Mary devote herself to her second love, secretarial work, utilizing contacts she had

# in Guidance

MARY CECELIA FISHER

English Teacher, West Side High School, Newark, N. J.

made and pursued in amateur dramatics.

Mary went to the American Academy of Dramatic Art. Two years after graduation, she entered a secretarial school.

Ruth joined the Clare Tree Major players during her senior year, then returned to school and helped to coach the senior show. For five years since graduation, she has consecrated her life to the theater. Recently, a leading producer said, through bubbles of champagne, that he would make her the best woman stage manager in New York. I warned her about the bubbles of champagne but encouraged her to plug at the managing job. She has recently stage-managed a Broadway show.

Annette and Robert were two of my editors whom I cannot forget. Annette came to me the moment she entered the school and found we had a paper. She wanted to be an editor. She had to be in classes in the afternoon while the morning pupils were preparing the paper so she came as early as she could, at the end of the adviser's lunch period, and learned little by little.

## Experience on Local Papers

Later, having become an editor, she wrote articles for the *Newark Star Ledger* and the *Newark Evening News*. She obtained part-time work on the *News* after graduation and is now studying at night and patrolling a newspaper beat by day.

Every time I looked at Robert, feature editor of the *Westonian*, he was smirking behind a candy bar. He was a musician, high-strung and high voiced. Knowing of his interest in music and his desire to be a concert pianist, in which career he might be called upon to announce his numbers or explain them, I worked with him on voice placement, helping him without making him too self-conscious.

Life in the *Westonian* office did much to normalize Bob. The popularity of the office with the boys in

sports caused him to rub shoulders with blunt masculine personalities which "blitzed" his ivory tower and taught him to associate easily with life's pedestrians. He grew under the comedy of insult that is adolescent humor. Today Bob edits a naval air station newspaper, directs all its formal musical activities and referees its boxing bouts. A recent letter tells of his hour of triumph when he played for the Duke and Duchess of Windsor and also of his awesome importance as referee at a boxing smoker.

Perhaps the greatest of all opportunities in club guidance comes through directing the thinking of the informal groups of boys and girls who just drift in. Several such self-styled gangs sought refuge in the *Westonian* room. The football team, the swimming team, the track teams frequented the room in season, always in the staff's free time.

These boys never abused our hos-

Surprisingly, perhaps, questions of etiquette were many and varied. Girls flooded the teams with social invitations. Our athletic visitors asked and were told how to get along with girls, how to tell a girl that although the exchequer was low the boy would like a date.

## Advice Sought on Many Problems

They learned, upon their request, how to command the regimented forks and spoons at the formal banquets given to championship teams. They rehearsed speeches of presentation to their coaches and speeches of acceptance for their letters, gold footballs and other trophies. They instructed one another on dress for such occasions and turned to me for decisions on moot questions.

Today they are collecting trophies of wings and oak leaves and bars of gold and silver in foreign lands. They form my correspondence club



Acting helps build self-confidence in adolescents.

pitality. They were really helpful in their good-natured suggestions to the sports editors. Inaccuracies in write-ups, errors in sports jargon were frankly and directly pointed out. Many an overblown ego in a star performer on the field drooped under the relentless pounding of the *Westonian* line.

and through me keep informed about one another. Their letters come from Africa, Egypt, Australia, New Guinea, Newfoundland, England, Italy, Alaska, from many American camps and from the seven seas.

In guidance toward worth-while living, skillful counselors can truly make their clubs trumps.

# Veterans' Educational Benefits under state laws

WITH 46 state legislatures in session this year, many interesting statutes have been passed. State educational legislation has run the whole gamut, from resolutions attempting to assure priority of legislative consideration for educational legislation to complete educational codes.

As usual, the year's crop of educational laws covers a wide field, including transportation of school children, teachers' retirement and pension problems, vocational rehabilitation, the education of physically handicapped children, teachers' salaries, higher education, vocational education, taxation and fiscal matters, compulsory school attendance, the health of school children and a variety of other subjects of interest to school administrators and to parents.

**Veterans' Benefits.** One particular area of interest to all is the enactment by state legislatures of statutes concerning educational benefits for those who have served in the armed forces during World War II.

Oregon enacted what is probably this year's most extensive provision.<sup>1</sup> In 1943 Oregon set up a system of state educational benefits for its returning servicemen. This year it revised that program by changing its administration and liberalizing its financial benefits. Whereas the original act was under the supervision of the secretary of state and the state superintendent of public instruction, within specified fields, the 1945 amendments vest authority in a director of veterans' affairs, whose approval is necessary for application for benefits, and through whom the entire process of application, reports, surveys and investigations and other arrangements is routed.

Certain definite powers are entrusted to this director.

1. His approval is required on

<sup>1</sup>Oregon, Ch. 402. (All enactments are for the year 1945.)

**HARRY N. ROSENFIELD**

Assistant to the Administrator  
Federal Security Agency

application for benefits under the act.

2. He may approve attendance at out-of-state institutions, within his discretion, upon satisfactory showing that such attendance will be in the best interests of the veteran.

3. He is authorized to receive applications by veterans, approved by their institution of choice, to determine whether such institutions are accredited and whether the tuition and so on is reasonable. "He shall also determine whether or not said institution of learning is reasonably qualified to provide the instruction desired by the beneficiary and he shall satisfy himself that the beneficiary has reasonable qualifications to pursue the course of study chosen by him and that such course of study, if satisfactorily completed, is likely to enable the beneficiary to become a more useful citizen."

If the director is not satisfied as to these matters, he may reject the application. No such provision previously existed.

4. The power previously entrusted to the state superintendent of public instruction is now shifted to the director, to investigate institutions to determine whether they are providing bona fide instruction as well as to determine whether veterans are abusing their privileges. The act specifically requires all state and county agencies to render such services as may be requested by the director in making such investigations.

In certain other respects Oregon's 1945 amendments are more restrictive than the 1943 provisions: (1) to be eligible, servicemen not only must have been residents of Oregon one year prior to entry into service but also must be residents at the time

of application for benefits under the act; (2) the two mill tax established by the act to finance the program is made the maximum annual expenditure in any one year under the act, and (3) a drastic reduction in financial benefits was enacted.

In the 1943 law, a maximum of four years of benefits was allowed, with \$75 for the first month and \$50 for each of the next eight months of the first year, and \$35 per month for nine months in each of the next three years. The 1945 amendment cuts the maximum to thirty-six months and reduces the benefit to \$35 per month throughout. Of course, the act provides that no one may receive its benefits "at the same time" in which he or she may be receiving "educational aid under any federal act."

**Cooperation With Federal Government.** Two other states provided for cooperative arrangements in any federal program of similar character. Georgia authorized its state board of education to receive federal and/or other available funds "to provide education of noncollege grade" for persons over 18 and to make the necessary rules and regulations governing the education of such persons, subject to the limitations imposed in such grants or appropriations.<sup>2</sup>

Wisconsin authorized local boards of vocational education to receive federal funds under the veterans' rehabilitation act and the G.I. act for veterans' education, for both resident and nonresident veterans. "No board shall accept payment in an amount which together with other receipts for the same purpose [exclusive of certain specified funds] shall be in excess of the full cost of training provided such veterans."

The act also authorizes local boards to make tuition charges for nonresident persons in an amount sufficient to pay for the cost of the training provided. However, where

<sup>1</sup>Georgia, Governor's Act No. 227.

such receipts pay the full cost of such training, no state or federal aid is to be provided therefor.<sup>3</sup>

**State Universities.** Kentucky enacted a law entitling any veteran, who at the time of enlistment was a Kentucky resident, to a free scholarship in any state institution of higher education "for a period required for the completion of the course of study selected by him." This scholarship includes tuition, matriculation fees, room rent, fuel and light but does not include free board. However, "if the federal government provides for the education of veterans of any of the wars herein referred to, then this act shall not apply to such veterans."<sup>4</sup>

It is to be noted that this last provision is more restrictive than Oregon's which merely forbids duplicating benefits "at the same time"; the Kentucky provision seemingly would forbid any benefits to the entire group of veterans for which the federal government makes provision.

**Education of Dependents.** At least two states, during the 1945 legislative sessions, made provision for educational benefits for the dependents of servicemen of this war. Wyoming placed upon the state or any political educational subdivision the duty to provide free tuition, matriculation and other fees to all resident war orphans or postwar orphans of veterans of this war who entered service while resident in Wyoming and who died in military service or from service-connected disability.

A "war orphan" is defined as a person whose father served during "any war," and a "postwar orphan," as a person whose father served during any war and who died in service or after discharge. The benefits made available by the act apply to any state institution of all levels "where courses of instruction are provided in subjects which would tend to enable such orphans to engage in any useful trade, occupation or profession."<sup>5</sup>

California liberalized an earlier act which provided for educational benefits and which limited its application to dependents, aged 16 to 21, of veterans killed in this war. The 1945 amendment provides that, if such persons started with the benefits prior to reaching 21, they can

continue until the course is completed, but not beyond 27 years of age.<sup>6</sup> Another amendment opens these benefits to dependent widows who have been residents of the state for 5 years previously; in this type of case, however, educational assistance is limited to a four year period.<sup>7</sup>

**General.** Maine enacted a general provision which may be of some interest in this area. It authorizes cities and towns to raise money by taxation "to provide for a local program or one based on coordination with the state having to do with the rehabilitation and employment of persons honorably discharged from the

armed forces of the United States in World War II."<sup>8</sup> And Massachusetts enacted a provision waiving for veterans any rule requiring completion of any college work as a condition for admission to the bar as an attorney.<sup>9</sup>

These and other laws enacted during the 1945 legislative sessions of the several states supplement many other statutes (some of which date back to World War I) providing benefits for veterans and their dependents and indicate that the states recognize an educational obligation to their sons and daughters who have fought valiantly and successfully in the defense of their country.

<sup>3</sup>California, Chapter 33.

<sup>4</sup>California, Chapter 71.

<sup>5</sup>Maine, Chapter 40.

<sup>6</sup>Massachusetts, Chapter 261.

## Self-Evaluation

**MABEL FORBES**

Primary Teacher, Fairfield, Ala.

*Teachers in the public schools of Fairfield, Ala., were recently asked to file a self-evaluation report, being asked to rate themselves on 20 specific points. One teacher preferred to do it in verse.*

We're subjected to new tribulation	11
This task of an evaluation.	
Do we as teachers click or not?	
You've really put us on the spot.	
1	
My scholarship is rather meager,	
But really for some more I'm eager.	
2	
I never yet have said, "That there."	
Perhaps my English rates as "Fair."	
3	
My character's without a flaw,	
<i>A finer one you never saw.</i>	4
Alas, for personality!	
You'll find no "glamour girl" in me.	
5	
Physical appearance? I don't stoop	
But there are times when I do droop.	
6	
I wouldn't poll myself for much	
When you're discussing dress and such.	
7	
Alas! I have no dulcet voice,	
It's "harsh" or "strident"; take your	
choice.	
8	
How do I socially behave?	
No charge against me has been grave.	
9	
I vote myself quite good in tact.	
I've had much practice, that's a fact.	
10	
Strong on dependability	
"Old Faithful" or "Dog Tray"—that's	
me.	
Now the evaluation's done,	
Rating myself is loads of fun.	
But when you've read this long epistle	
No doubt I shall be marked "Dismissal."	

<sup>3</sup>Wisconsin, Chapter 41.

<sup>4</sup>Kentucky, S.B. 118.

<sup>5</sup>Wyoming, Act No. 70.

# Those First Days of School!

*Here is the way one principal solved the problem of bringing order out of chaos*

PRINCIPAL Black had completed a busy summer. Attendance at a neighboring university for six weeks, two weeks of a hurried vacation distributed among relatives, a couple of school meetings, plans for the opening of school, the ordering of supplies and revision of his school program had eaten up his vacation period and school started tomorrow.

That first day—the endless questions, the changes that had to be made to meet last minute problems, the first faculty meeting in which a vain attempt was made to inform new and old teachers of the multiple duties and responsibilities expected of them! It was a trying time and somehow Principal Black felt that there had been a waste of effort, too many repeated instructions, loose ends still waiting to be gathered up. Well, it would all straighten out in time. It always had.

## Instruction Manual Prepared

Principal Jones had similar problems. He had spent his summer in somewhat the same way, but following his university courses he had spent a week at school on a job that he had carried on for years, a job that eased the burdens of that hard first day and enabled him to bring order out of confusion. This job was the preparation of a school calendar or booklet or instruction manual—the name did not greatly matter. The contents were all important. In rough form it was turned over to his secretary who typed it on stencils and turned out a hundred completed copies in a couple of days' time. It was work that saved many times over later in the year the sixteen hours spent on it in the summer.

Principal Jones used his booklet for giving information and made it as practical as he knew how. This year he had planned a booklet to be

**MEADER G. PATTINGTON**

Assistant Supervisor of Education  
Finance Division  
New York State Department of Education

made of six sheets of legal sized paper, cut in two so as to make a pleasing sized booklet, small enough to be mailed easily and to be clipped or fastened into a teacher's plan book or class register.

The front page contained the name of the school, the address, telephone number and school year. On the reverse was a chart showing the organization of the school system from the voters down through the minor employes. In the top center appeared, under a block labeled "Voters," another labeled "Board of Education" which was connected by a line to "Supervising Principal."

One one side was "Office Secretaries," on the other, "Budget"; under the latter appeared "Treasurer" and "Collector." From the center "Supervising Principal" block, lines extended down through "Vice Principal" to four larger blocks containing the main divisions of the school system: "Transportation," "Attendance," "Janitorial Service" and "Education."

In the transportation block were listed Mechanic, Bus Drivers and Buses. "Attendance" had School and Town Officers. "Janitorial Staff" contained the titles of Head Janitor and Assistant Janitors. Under "Education" appeared the number of buildings; number of districts in the central system; number of teachers; number of grades; departments such as college entrance, homemaking, agriculture, shop and commercial. Other blocks under "Education" were for the Cafeteria Staff and the Health Staff.

The second page contained a detailed program for the first week of school giving dates, hours and no-

ties of special meetings. The back of this sheet contained detailed instructions for fire drills for all rooms in all buildings, giving the order of leaving the building and a definite date and time for the first two drills so as to prepare the teachers in the lower grades.

The third sheet contained a list of all bells and instructions for the noon hour use of the cafeteria. On the back were the dates and places for holding faculty meetings during the year with the name of the teacher responsible for each meeting. There were also instructions as to locker arrangements, rules for supervision, directions on obtaining birth certificates, details regarding bus loadings and the bringing of excuses the day following absences and other routine procedures.

## Faculty Information Given

Sheet 4 was given over to faculty information. It contained the name, address, subjects taught, college attended and other information concerning each teacher. On the back of this sheet appeared the school calendar, with school register months, the number of days and the number and name of all legal holidays. This information was carried over onto the fifth sheet where the dates of all regularly scheduled meetings of the school board, the parent-teacher association, the faculty and various clubs, athletic associations and the senior class were given. The lower part of this sheet contained a list of chapel program dates with the teacher in charge. On the back of sheet 5 information was given about the school, the community and noon duty assignments for all concerned.

Sheet 6 presented a list of all maps and charts available in the school as well as various commercial exhibits owned by the school. On the other side was a program of films to be

shown during the year. This list was prepared from former years' experience and films were correlated with study programs so that they came at the right time to be useful.

Sheet 7 contained the names, addresses and duties of all nonteaching school employes, including janitors, census enumerators, the collector and treasurer, the clerk of the board and the district superintendent. On the back were given the board of education personnel, bus drivers and their routes and bus numbers, and the districts comprising the school system listed by number, town and common name.

Sheet 8 gave general instructions for teachers and employes as well as parents and pupils. Extra copies were made of this sheet as well as of some of the others for posting on school bulletin boards and for mailing to various centers. On the back of sheet 8 was a complete list of the high school subjects to be taught, classified as elective and required, with the

years in which each could be taken, and with units of credit given.

Sheet 9 contained the sequence of subjects for various high school courses, comprising college preparatory, homemaking, commercial, shop, art and general courses. Enlargements on the special departments followed on sheet 10.

Sheet 11 was made up of bus rules and regulations, copies of which were posted in each bus. These rules were the result of earlier meetings of drivers, trustees of neighboring districts from which pupils were transported to school, the principal and the transportation supervisor.

In its original form, the school booklet just described had taken Principal Jones a considerable length of time to set up but with the general pattern once established only a few days each year were required to make the necessary changes. The cost of duplicating it was small and the saving in time resulting from this compilation of data was great.

Copies were mailed to all teachers and others of the school personnel and to board members before the start of school. Thus, new teachers and employes arrived at school knowing the general plans for the first week, knowing what materials they could obtain in the school, knowing what their duties and responsibilities were and having an acquaintance with the names of their fellow workers and knowing something about them.

Extra copies posted on bulletin boards aided pupils in selecting their courses, knowing the bell schedules and the school program in general. A complete copy of the booklet on the office bulletin board aided in answering the questions of agents and visitors.

To Principal Jones the preparation of this booklet was one of his more important administrative duties and one that answered the frequent question, spoken or thought by many: "What comes next?"

## Teach Safety in School Shop

ROBERT A. CAMPBELL

Assistant in Industrial Education, Trenton, N. J.

THE present day school with its shop equipped with modern power machinery has an excellent opportunity to educate pupils in the principles of safety. Safety education should be stressed in all industrial arts shops and pupils should be taught to cultivate good work habits. In this way, accidents can be prevented.

Clean, orderly shops have a great safety value. It has been proved that slovenly kept floors and littered work benches are a menace to physical safety.

Safety rules should be prominently displayed in school shops and should be specifically and clearly worded so as to prevent any possibility of misunderstanding. They should also be strictly enforced. An excellent plan, and one which is carried out in industry, is to have safety rules printed in pamphlet form and given to each industrial arts pupil. This plan is possible in cooperation with the school print shop. Safety suggestions

are also valuable but they should not be confused with safety rules.

Safety should be taught in the elementary school shop as well as in the high school so as to decrease child accidents. Every industrial arts teacher should do what he can to teach safety as applied to all forms of shop work.

One of the problems of modern industry is to build up in workers a wholesome respect for the mechanical safety guards which are placed around machinery to prevent accidents resulting from thoughtlessness and carelessness and to protect life. A mechanical guard will do its work efficiently if given a chance.

Loose sleeves worn by a worker in a school shop or factory are a menace and often cause serious accidents. One moment of carelessness and the damage is done. Lucky indeed is the operator who simply "loses his shirt." New arms and new fingers cannot be purchased at any price. Not only sleeves, but other

loose clothing and even long hair are frequent causes of industrial accidents.

What constitutes good housekeeping as a safety measure in school shops? "Keep your house in order" expresses a well-defined industrial law. Good housekeeping is largely an individual matter, carrying with it an individual responsibility. A teacher's neglect may be the cause of serious injury to a pupil. Good housekeeping in industry means neatness and a place for everything. Neatness is good business; it is also good sportsmanship.

Safety is largely a matter of habit brought about through correct training. No child is able to employ his freedom wisely until he always does the right thing in the right way. In the shop, the pupil must be taught good work habits until he has gained such a knowledge of tool manipulation and technic and of machine operation that he is not likely to suffer injury through carelessness.

# Evaluating Dramatized School Reports

FELIX H. ULLRICH

Head of Education Department, Trinity University  
San Antonio, Tex.

DURING the last decade there has been a marked increase in the number and variety of pictorial public school reports designed to give the layman an accurate and meaningful understanding of modern school practices. Public interest in these reports parallels that manifested in the pictorial news magazines which are now so popular.

The accompanying checklist has been devised to assist schoolmen and others in planning or evaluating pictorial school reports. The checklist

may be particularly helpful in calling attention to the items which should be given careful consideration when planning a dramatized school publication. Students in public school relations classes will find the use of the checklist an interesting and valuable experience in evaluating some of the many and readily available illustrated school reports.

A number of questions are listed under each item. These are not intended to serve as objective measures or criteria but are intended to aid

the individual in determining his own standards for each item.

"Today's Techniques," the first yearbook of the School Public Relations Association, is an invaluable aid in determining the characteristics of an effective school report. It appears that, since we do not have a "best" pictorial report for all situations and since our ideas of what constitutes a superior report are changing, the evaluating instrument should be adapted to changing standards and local situations.

Name of person evaluating publication \_\_\_\_\_  
Date \_\_\_\_\_

Name of publication \_\_\_\_\_

Name of school system or institution issuing publication \_\_\_\_\_

Grades covered in publication \_\_\_\_\_

Date publication was issued \_\_\_\_\_

**NOTE:** Evaluate each of the numbered items in the columns to the right. The questions under each item are designed to aid the individual in his evaluation. The space in front of each question may be used for making notations such as "yes" or "no," "plus" or "minus," or code letters. The relative importance of the questions and items is left to the individual's judgment. *Each report should be evaluated in terms of the purpose it is intended to serve.*

If the report is one of a series, tables, graphs or charts may have been omitted because they were included in a previous issue. Obviously, such an omission should not lower the final rating. Also, consideration should be given to the size or wealth of the school district publishing the report. A very small community would not be justified in issuing an expensive pictorial report.

## I—Mechanical Makeup

	Sup.	Ex.	Good	Fair	Poor	Omitted
1. Size.....						
( ) Is it of convenient size?						
( ) Could it be more convenient to handle and still serve the purpose it is intended to serve?						
2. Shape.....						
( ) Is its shape a hindrance in its use?						
( ) Could it be made more usable and still serve the purpose it is intended to serve?						
3. Cover.....						
( ) Is it sufficiently durable?						
( ) Is it attractive?						

4. **Binding**.....  
( ) Is it sufficiently durable?
5. **Style and Size of Type**.....  
( ) Is it easily read?  
( ) Does it add to the attractiveness?
6. **Paper**.....  
( ) Is it pleasing to sight and touch?  
( ) Is it sufficiently durable?  
( ) Is its weight light enough to avoid bulkiness?

## 2—Style, Language, Illustrations and Arrangement

	Sup.	Ex.	Good	Fair	Poor	Omitted
1. <b>Title</b> .....						
( ) Will it stimulate interest?						
( ) Is it well displayed?						
2. <b>Name of Publisher</b> .....						
( ) Can it be located easily?						
( ) Is it complete?						
3. <b>Date of Publication</b> .....						
( ) Can it be found readily?						
4. <b>Photographs and Drawings</b> .....						
( ) Do they show pupils in action?						
( ) Are they clearly produced?						
( ) Are they well chosen?						
( ) Are they attractively arranged?						
( ) Are they of appropriate size?						
( ) Are they easily read?						
( ) Do they focus attention?						

## S. E. G. F. P. O.

## S. E. G. F. P. O.

5. <b>Captions</b> .....	( <input type="checkbox"/> ) Do they enhance understandings? ( <input type="checkbox"/> ) Are they too long? ( <input type="checkbox"/> ) Do the captions for the pictures reveal the purpose of the pupil activity? ( <input type="checkbox"/> ) Are they appropriately placed? ( <input type="checkbox"/> ) Do they stimulate interest? ( <input type="checkbox"/> ) Are they clearly stated?	( <input type="checkbox"/> ) Does it serve the purpose for which it was intended? ( <input type="checkbox"/> ) Does it have universal appeal? ( <input type="checkbox"/> ) Is it written in a pleasing style? ( <input type="checkbox"/> ) Is it too detailed? ( <input type="checkbox"/> ) Is emphasis placed on the purpose of the pupil activities? ( <input type="checkbox"/> ) Is it written in the language of the layman? ( <input type="checkbox"/> ) Is there sufficient white space? ( <input type="checkbox"/> ) Is it free from overlapping or unnecessary repetition? ( <input type="checkbox"/> ) Does it "deemphasize" costs and stress quality and quantity of services? ( <input type="checkbox"/> ) Does it exhibit continuity?
6. <b>Charts, Graphs, Tables</b> .....	( <input type="checkbox"/> ) Are they easily interpreted? ( <input type="checkbox"/> ) Are they attractive? ( <input type="checkbox"/> ) Is their inclusion justified? ( <input type="checkbox"/> ) Are they appropriately placed?	
7. <b>Copy</b> .....	( <input type="checkbox"/> ) Is it grammatically correct? ( <input type="checkbox"/> ) Is the vocabulary well chosen?	General Rating.....

## SOCIAL ADJUSTMENTS of Nonpromoted Pupils

ADOLPH A. SANDIN

Principal, I. I. Stevens and Harrison  
Elementary Schools, Seattle

STATISTICS from a number of cities and states suggest that several million children have experienced nonpromotion once or oftener during their elementary school careers. In addition, many millions of parents are concerned yearly over the possibility of promotion or nonpromotion for their children. Thus, it is not surprising that teachers and school administrators have given more than a little thought to problems associated with grade failure.

Heretofore, most promotion studies have dealt with these problems from the point of view of progress and achievement in school subjects. It is generally accepted by educators that the aim of the elementary school, stated briefly, is to obtain the maximum desirable all-round growth of children, physical, social, emotional and intellectual. The question of what benefits, if any, a child derives from being retained in a grade involves more than a consideration for academic progress. Children who are retained will continue to grow in years, in physical dimensions and social aspirations and attitudes.

In a recent investigation by the author, involving 16 complete ele-

mentary school classes, children who had failed to be promoted one or more times were compared with their classmates who had made regular progress in an attempt to answer a number of questions.\* Some of these questions with a summary of the findings follow.

**To what extent are children who made slow progress well adjusted socially in their present classes?** It may be assumed that the elementary school can best help children to achieve desirable all-round growth when they are socially well adjusted. That the typical slow-progress child was less favorably adjusted socially in his grade placement was shown by the fact that he was likely to indicate that his companions were in upper grades and that he wished to be in upper grades partly out of a desire to be with friends. Classmates also pointed him out as an undesir-

able study companion and as one who associated with older children.

When children selected friends from their own classes to sit beside, a social cleavage appeared as slow-progress pupils tended to choose from among others of similar promotion status. Regularly promoted children did likewise. The fact that nonpromotion, in effect, placed the slow children with classmates who were (1) almost invariably younger, (2) generally smaller and (3) physically less mature was of considerable importance since, throughout the study, these differences continually appeared as factors which influenced children's acceptance or rejection of classmates as companions. Other differences of a more social nature also contributed to the cleavage noted.

**How do the pupils who have experienced nonpromotion feel toward school, toward their teacher and toward others in their grade?** Findings indicated that feelings in regard to these matters\* were largely personal and traceable to individual experiences. However, among the noteworthy trends was the fact that a strikingly larger proportion of the

\*Sandin, Adolph A.: Social and Emotional Adjustments of Promoted and Nonpromoted Pupils, Child Development Monograph No. 32, Bureau of Publication, Teachers College, Columbia University, New York, 1944.

repeaters wished to quit school as soon as possible and expressed a definite dislike for school activities. Moreover, the unpleasant memories associated with nonpromotion experiences were very likely instrumental in causing repeaters to indicate that they worried as much about the likelihood of receiving low marks and poor report cards as did other pupils. In addition, a greater percentage of them worried about the possibility of another grade failure.

Slow-progress children, to a large extent, felt that their classmates were too young and too small to be considered as appropriate companions in their ventures and that they, in turn, generally, did not receive the social approval of the regularly pro-

moted children. Moreover, although well over one third of the repeaters had heard others ridicule them when they failed to pass, the majority regarded nonpromotion as such a serious matter and those who had failed felt so badly about it that most classmates offered sympathy, not ridicule.

**According to the opinion of classmates as well as of teachers, what behavior characteristics do the slow-progress children exhibit?** A summary of findings indicated that children, as well as teachers, assigned more unfavorable behavior to slow-progress pupils than they did to their other classmates.

In addition, general observations tended to show that the larger size and more mature social interests of

the older nonpromoted children in the classroom contributed to make their behavior more conspicuous. Considering these findings, it is likely that the repeaters more often experienced the usual methods employed by the teachers for treating misbehavior, such as curt reprimands, lectures, retention after school, trips to the principal's office and, in some instances, corporal punishment for more serious and persisting misdemeanors.

Briefly, the total findings combined to show that pupils who made slow progress, in general, were less favorably adjusted socially in their class groups than were their classmates. Associated with this maladjustment were feelings of discouragement and failure, a dislike for school and school activities which indicated school life was not happy.

The weight of the evidence relating to academic progress as reviewed in this study plus the results of the investigation, as far as they go, seems to lead to the conclusion that the burden of proof rests upon those who advocate nonpromotion as a policy affecting a considerable proportion of the elementary school population.

#### Continual Progress Best

Findings concerning the social and emotional development of the non-promoted pupils point to the value of a scheme whereby children within the normal range of intelligence and physical development are allowed to have the opportunity to enjoy the benefits that come with continual progress in the company of others of their own age group.

Among other things, a policy of this sort will be more in keeping with children's normal social groupings and will not give official sanction to the social cleavages and dislocations that appear when older nonpromoted children are grouped with younger and smaller classmates. Such a scheme would, of course, necessitate flexible requirements, with recognition of the fact that children may differ in academic ability even though they are similar in social and physical development.

In any event, any practice intended to promote growth and adjustment in one area to the neglect or detriment of other aspects of development is out of keeping with the broader purposes of elementary education.

## Nonsectarian Schools in France

HENRI LAUGIER

Recteur de l'Academie d'Alger  
Algiers, North Africa

UNDER the law of France, public education at all levels is lay; no religious instruction of any kind is given by the state, under its responsibility, to pupils in any type of public institution of education. No requirement is placed upon pupils in any public school to belong to any religion. Pupils in boarding schools may, outside of regular class hours, receive religious instruction from authorized ministers of the different religions, but it is wholly optional; they have full freedom to attend ceremonies of their own faith.

There is no doubt that public education in liberated France will remain wholly lay without any reservation and will resolutely respect all religious beliefs. It will, however, definitely leave religious education to the complete discretion of the home, as a matter of purely personal conscience and entirely beyond the concern of government-provided schools.

Side by side with public, state-provided schools there was in France under the law of the Republic a system of private education, subject

\* Reproduced by permission from the Twenty-First Educational Yearbook of the International Institute of Teachers College, Columbia University.

only to a liberal, superficial and illusory supervision by the public authorities. The state saw to it that the private schools met the elementary requirements of hygiene, that the teachers employed possessed a minimum (very low at that) of the necessary diplomas and that the instruction was not contrary to the constitution or morals.

It is probable that in the discussions which will take place on the reform of national education after the liberation of France serious conflicts will arise between the advocates of freedom in education and the advocates of state monopoly in education. It seems to me that freedom in education, that is, freedom for individuals or groups, lay or religious, to open schools, will be maintained. But it also seems no less certain that professional supervision of private schools by the state will be greatly strengthened.

Too many private schools had a mediocre intellectual standard and the pupils suffered from it. Careful supervision from an educational point of view of the qualifications of teachers, the courses of study and the quality of instruction should be guaranteed with care and efficiency.

# Creative Schools Are Needed

THE relation of the American public school to our national life is that of physical laws to science and of spiritual laws to living. The birth of the public school in America was the result of the union of ideals set forth by our founding fathers, who emphasized the importance of the individual and the fact that only through education could the value of the individual be discovered.

The educational system of the United States has never been approximated in other countries. Its enviable position is a challenge to administrators to strive for its perfection. How can schools today ensure a great America tomorrow?

## Discovery of Talent the Goal

Ways must be discovered for reminding pupils of the enviable position they occupy in this world. They must realize that one of the primary reasons for establishing the American public school was to discover talent. In other nations most talent is buried before it gets a start simply because the schools do not provide laboratories for the discovery of abilities. When individual accomplishments in America over the last century and a half are analyzed, and the various walks of life from which leaders in all fields have come, it is little wonder that the American experiment has been so amazing. The nation's founding fathers recognized the potential power in the common man and made provisions for its discovery and utilization.

Briefly stated, the founders of America believed man should be free to work toward perfection both in his personal life and in his daily occupation. The goal of all life is individual perfection. When the struggle to attain it is given up, the rewards of struggle are missing and life retrogresses.

When people in a democracy give up the struggle, they cast out the fundamental on which their way of life was founded and democracy begins to die. Democracy is a spiraling upward. Teachers who realize this

## BRICE DURBIN

Superintendent, Burns Consolidated Schools  
Burns, Kan.

will eulogize those men who caught this vision and set up a system of government whereby posterity could enjoy the benefits of democracy. Many ways should be discovered to dramatize this ideal for the boys and girls enrolled in the American public schools.

The chief concern of each person in a democracy is not what kind of person he is in comparison with his neighbor but what kind of person he is in comparison with the person he would be if his talents were developed fully. The greatest threat to humanity is not that society will demand too much but that it will demand too little. Teachers who do not strive toward ideal goals must live in the realm of pettiness which they choose when they reject the ideal.

## Creative School Discovers Talent

The ideal school for the discovery of talent and its maximum development is a creative school. It reveals itself without explanation. A stranger who enters a school of this type is courteously greeted by a pupil or teacher and intelligently directed where he wants to go. It is unnecessary to have a guide accompany him for the sake of describing or explaining each particular room.

The moment the stranger enters a room he recognizes the purpose for which it is used. If it is a mathematics room, the environment reflects this fact. If a science room, he recognizes this fact instantly. And so on throughout the school. Each room is alive with its own creative effort. Boys and girls are partners in the creation of this idealistic atmosphere.

What the visitor means when he says "How American!" is that the boys and girls radiate the qualities of the ideal American. They are polite and courteous. They are in-

dustrious. They work with their teachers toward the building of a better school. They have learned what creative living is. They have been taught to accept the environment in which they find themselves but not to be satisfied with it. They know the value of honesty, truthfulness, fair play, kindness, friendliness and cooperation.

The pupils know individual responsibility. They have learned to be courageous for they know that people of character are people of courage. They are fearless of the future, knowing that if they have lived life well they have nothing to fear. They have learned these things because they have associated with teachers who possess the ideal American traits.

The ideal school is in tune with the present and projects itself into the future. It keeps alive creative effort, for when this dies, America dies. It keeps alive American individualism. It produces boys and girls who do not aspire to be Mendelssohns or Beethovens but who strive to take their places alongside the stars of first magnitude, each a distinct personality in himself.

## Pupils Have Wholesome Attitude

Finally, boys and girls in the ideal school are neither elated nor sad at the close of school. They leave behind them a more beautiful and wholesome environment than they found. They go forth happily to other tasks. They have learned to live each day well. The teachers have the same wholesome attitudes.

Drab, indeed, is the school where children's and teachers' nerves are frazzled at the close of the year. Pupils and teachers in a creative school finish the year with the assurance that comes to those who are confident that they are moving in the right direction.

# What Are Good Classroom Pictures?

A CRITICISM frequently made of films designed primarily for classroom use is that they are dull. They are, too, when viewed by children who have no interest in the lessons they teach. A high school senior who cares nothing about the slide rule, who sees no sense in it and believes he never will, may be unendurably bored by the excellent U. S. Office of Education film on the use of the slide rule.

The solution to this problem, however, is not to "animate" a slide rule, have it kick a football around, kiss a shapely "Miss Mathematics" and, in the hands of a handsome cartoon engineer, lick 60,000 Nazis but rather to use the picture at a time when the boy is ready to learn to use a slide rule. When that time comes, an authentic picture that answers his questions accurately and truthfully will absorb all of his attention. He will find it exciting.

The motion picture is at its best in the classroom when it provides boys and girls with important perceptual experiences they would not get otherwise. This means, as Freeman argued twenty years ago, that the chief justification of a motion picture is that it depicts dynamic, moving phenomena. Flat pictures or slides or film strips are cheaper than motion pictures and pedagogically as effective if static percepts are all that are needed.

### Different Purposes Served

Such "static" pictures do not suffice, however, when pupils want to learn how a plant grows or the way an internal combustion engine operates or the customs and behavior of other peoples or the general idea of electrical current flow as depicted by animated diagrams. It is when such concepts are being taught that moving pictures frequently are essential.

While school administrators, curriculum specialists and teachers can do little to change the learning capacity of the individual, they do

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and

V. C. ARNSPIGER

control the learning situations through which learning capacity is made effective. As the sound motion picture comes to be used more and more as an important kind of learning experience, those in control must exercise the best judgment possible in selecting the sound motion pictures that are to be used.

These judgments should be based upon objective evaluation insofar as possible. This is a difficult task, especially for those persons who are forced to make judgments based upon one or two screenings of a picture.

There are, however, five fundamental questions which should be raised and answered in forming judgments about the value of a given picture in a given situation. If these questions can be answered in the affirmative, the chances are that the picture is a valuable one for classroom use.

1. Is the picture authentic? Is it true?

Authenticity refers not only to details but to the total effect of the picture as well. It is possible, for example, in a propaganda picture to include details which are true but the collective effect of which upon the learner is positively misleading or untrue. In such cases the sampling of the details is strongly biased in terms of some purpose, usually propagandistic in nature, which the film maker wished to get across. Classroom instructional pictures cannot compromise with the truth unless they are being used to teach children to identify propaganda.

2. Is the content of the picture related obviously and definitely to the purpose of the learning situation in which the film is to be used?

While this query may seem trite, inadequate attention to it is an important reason for many failures in

the use of films in the schools. If, for example, a teacher selects a film labeled "Electricity in the Home" in order that children may be helped to understand the nature of simple electrical circuits and, upon screening the film, finds it is devoted exclusively to advertising home electrical appliances with little reference to the electrical circuit which controls their operations, this film is not suitable. It is not sufficiently related to the purpose of the learning situation. The title of the film is appropriate but the content is irrelevant.

3. Are the levels of difficulty, the psychological approach and the development of the picture appropriate for the maturity level of the pupils to whom it will be shown?

### Films Must Be Appropriate

Many factors can contribute to make what would be otherwise a good classroom film inappropriate for a given maturity level. The vocabulary of the narration may be too difficult. The assumptions about previous experiences implicit in the development of the film may be unwarranted. The scope of the picture may be too great.

On the other hand, it may be that the development of the content of the film is too immature for a given group of children. Often adult judgments with respect to this important factor are naïve. Therefore, the reactions of pupils to the picture should be used as a check upon adult opinions whenever possible.

4. Does the picture adequately exploit the medium? Could equally good results be obtained with other and less expensive materials?

These two questions are necessary because motion pictures can rightly be considered the most "expensive" of all instructional visual materials when they do not perform the



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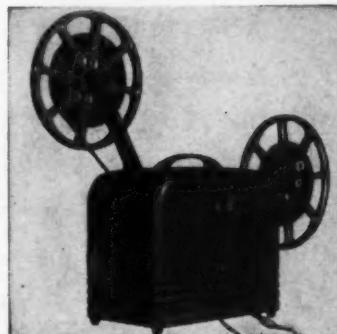
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unique functions inherent in them. If a film strip will serve as well in the learning situation as a motion picture, the film strip should then be used because it costs less.

The unique advantage of sound films is their ability to depict dynamic events synchronized with verbal or other sounds. The classroom motion picture should certainly be more than the old-fashioned magic lantern lecture.

5. Is the film technically and esthetically satisfactory?

A good classroom film should be pleasant to look at. Careless perspective, flicker, awkward transition, anything that contributes to eye-strain, scenes that "date" the picture so as to be distracting, all interfere with its educational effectiveness.

Even though these questions cannot be answered completely in all cases, if serious attention is given to them judgment about the merit of specific sound motion pictures will be better judgment. In the evaluation of classroom motion pictures, as

is true in the case of all instructional materials, the pooled judgment of several qualified persons is better than the opinion of any one individual.

In summary, there is a trend toward the increased use of the sound motion picture in learning situations at all maturity levels. Knowing what constitutes a good instructional classroom picture and how to identify it thus is of considerable importance to the schools which in the main control the learning situations. School people need to distinguish between the several types of motion pictures that are currently called "educational."

Questions relating to authenticity, appropriateness, level of difficulty, exploitation of medium and technical excellence are crucial in making such distinctions. Of one thing we can be sure: as the use of classroom films in a variety of learning situations increases, intelligent appraisal of them becomes more and more imperative.

## SCHOOL FILMS

The following films have been selected by the Department of Library and Visual Aids, Newark, N. J. All have been used successfully in Newark public schools.

**ADVANCED TYPING SHORTCUTS**—40 minutes. 16 mm. sound. For high school and adult groups. Castle Films, Inc.

Explanation and demonstration of time-saving devices shown by an expert typist.

**THE NEGRO SOLDIER**—45 minutes. 16 mm. sound. For junior and senior high schools and adult groups. Office of War Information.

The film gives a fuller understanding of the rôle of the Negro in our democracy.

**THREE LITTLE BRUINS IN THE WOODS**—11 minutes. 16 mm. sound. For primary grades. Castle Films, Inc.

A visit with the three bruins. They romp through the woods and meet their numerous friends.

**AIRPLANES—THEIR METALS, FUELS AND LUBRICANTS**—40 minutes. 16 mm. sound. For junior and senior high schools and adult groups. U. S. Bureau of Mines.

A detailed discussion of the metals used in airplanes, what makes a plane fly and the care that must be taken to keep it in running order.

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## Newark Feeds Tots and Teens

MARGARET E. BRENNAN

Assistant Supervisor of Home Economics in Charge of Cafeterias  
Newark, N. J.

THE school lunch organization of Newark, N. J., is less than 3 years old. Today it offers food service to children of all ages, from 3 year olds in child care centers to pupils of high school age.

Both elementary and secondary school cafeterias follow the patterns of Type A meals recommended by the community school lunch program of the War Food Administration. The board of education receives a subsidy of 9 cents for each lunch which sells for 15 cents. For the elementary school children who cannot avail themselves of the school cafeteria food service, the board serves a half pint of milk for 2 cents in the midmorning, for which it receives a subsidy of 2 cents per half pint.

This subsidy is also part of the W.F.A.'s lunch program, the milk being designated as a Type C meal. The government also subsidizes free lunches for children who cannot afford to pay.

### Large Numbers Served

In our 13 elementary school lunchrooms, we serve from 100 in the smallest cafeteria to 550 in the largest. The office of school cafeterias sends duplicate copies of a two weeks' master menu to each school, one for posting in the cafeteria kitchen and the other for the school bulletin board.

In some schools, the daily menu is read to the pupils in their classrooms; in others, it is announced in the school auditorium. Elementary school cafeteria fees are collected in advance in the classrooms and sent to the school office for banking in cafeteria accounts. No money is handled in elementary school cafeterias. Children are issued lunch tickets daily or weekly and have no freedom of choice in



o'Sullivan

It's an honor to help pass food.

their food selection. Each child eats a complete lunch.

Elementary school children have acquired wholesome health habits, such as washing their hands before lunch, and have developed desirable attitudes toward the school feeding program. Teachers supervise and correct table manners, discourage food wastage, encourage the youngsters to taste foods which are new to them. It is heartening to see them joyfully eating custards and scrambled eggs instead of macaroni or spaghetti. Recently 330 children were observed consuming dessert dishes of vanilla blancmange with a currant jelly garnish. Since puddings were unfamiliar to these children, it is obvious that some faculty members knew how to apply educational psychology to achieve such a result. Weight and growth improvement records attest to the excellent results of the school lunch program as reported in an article in the June issue of *The Nation's Schools*, "School Lunches Mean Better Health."

Cafeterias are also maintained in

seven high schools, a high school annex and a junior high school where pupils also participate in the community school lunch program and have freedom of choice in food selection for 15 cents. The cafeteria manager in each high school plans her menus weekly in advance and sends them to the office of school cafeterias for approval.

Since secondary school enrollments in Newark include many national and religious groups which have special food customs, we try to recognize these in menu planning. Menus for secondary schools must include daily: a soup with crackers, a meat or a substitute, a potato or a substitute, two cooked vegetables besides potato, two salads, three varieties of sandwiches, one hot bread, slices of buttered and unbuttered bread, rolls, butter, a baked dessert, a pudding, a gelatin dessert, a raw fruit, a cooked fruit, ice cream, half pints of milk, fruit beverage.

### Combinations Offered

The menu items are arranged in four combinations to meet Type A community school lunch patterns, each selling for 15 cents:

Meat or substitute

Potato or substitute

A vegetable

2 slices of buttered bread

Half pint of milk

3 vegetables

Sandwich with a protein filling

Half pint of milk

Soup

Sandwich

Half pint of milk

Salad

Sandwich

Half pint of milk

The inadequate seating capacity of most of our high school cafeterias and the policy of the board of edu-

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tion which permits high school and junior high school pupils to leave school buildings for lunch are factors with which we must cope. However, more and more pupils are now availing themselves of the schools' food service, finding that they cannot get comparable lunches elsewhere. Teen-age pupils are fastidious, hearty buyers with plenty of money to spend. Many of them supplement our four combination lunches with an additional bottle of milk, a portion of hot food, a sandwich, a salad or a dessert.

Our child care centers, in which preschool and school-age children are enrolled, are sponsored by Lanham funds and the board of education. These funds are used for salaries, equipment, supplies, repairs and replacements, but not for food. The usual fee for food is \$3 a week per child but if two or more children of the same family are enrolled, fees are adjusted accordingly.

The centers are open from 6:30 a.m. until 6:30 p.m. All teachers of the preschool group are present for noon meals. A cook and one or more helpers are assigned to each center, depending upon the enrollment. The cook is employed eight hours and the helpers work six hours for a six day week.

Teachers serve and eat with the preschool children in the child care centers. This nursery-kindergarten

includes children whose ages range from 3 to 5. The school-age group, made up of regularly enrolled school children, eats with its teachers in the school cafeteria, if there is one in the school. Otherwise the children eat in the child care center rooms.

Both preschool and school-age groups have breakfast in the morning and a sandwich and milk about 4 p.m. The preschool children have dinner at noon, whereas the school-age boys and girls have lunch. A citrus juice is served to the preschool group at midmorning; the school-age children may have milk in their classrooms at this time on school days and a juice on Saturdays and holidays.

To develop balance, coordination and desirable social attitudes, we encourage preschool children to help teachers with the food service. The children consider it a privilege and an honor to pass food or place a dish of dessert safely on the table. Preschool children are seated at low tables in groups of three or four, according to age.

Their portions of food are small but they are encouraged to ask for additional helpings and are taught to eat all of the food they are served. For preschool children, food is transported from the cafeteria kitchen to their playroom in large covered casseroles, entree pans and pitchers on a food truck.

Five of our eight child care centers are located in elementary schools which have cafeterias. To simplify accounting procedures, the school cafeteria bills the child care center for the meals served. In three schools which have no cafeterias, the child care centers pay for food and supplies and not for meals served.

In planning for the centers, we try to coordinate the school lunch menu with the dinner menu for the preschool group. It pleases the small children to think that they are eating some of the same foods which their older brothers and sisters are eating in the elementary school cafeterias.

In a war-gearled, industrialized city with an acute labor shortage, the staffing of feeding units requires approximately 140 employees. When school feeding first started, the varied backgrounds of experience and lack of knowledge and skills of these employees were distressing. In 1942 we began to send standardized recipes and procedures to each school cafeteria which helped greatly but the employees still needed training.

In 1943 we added to our staff a high school teacher of home economics, Mary M. Griffin, experienced and trained in institutional management and quantity cookery and she has had the job of training our cafeteria employees. This training will be described in a forthcoming article.

### CHILD CARE CENTER MENUS

#### Breakfast

Stewed prunes	Banana
Oatmeal	Cream of wheat
Buttered toast	Buttered toast
Milk	Milk

Cubed oranges	Stewed apricots and
Cooked cereal	prunes
Buttered toast	Oatmeal
Milk	Buttered toast

Cubed grapefruit	Cubed oranges
Farina	Corn flakes
Buttered toast	Buttered toast
Milk	Milk

#### Midmorning

Tomato juice	Apple juice
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Tomato juice
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Grapefruit juice
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Tomato juice	Tomato juice
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#### Dinner

Meat loaf	Celery sticks
Escaloped potatoes	Scrambled eggs
Green peas	Mashed potatoes
Bread and butter sandwich	Chopped fresh spinach
Raw apple wedges	Bread and butter sandwich
Milk	Applesauce

Raw turnip sticks	Creole lima beans
Liver bérarnaise	Mixed raw vegetable salad
Mashed potatoes	Peanut butter sandwich
Buttered carrots	Ice cream
Bread and butter sandwich	Milk
Rice pudding with raisins	
Milk	

Raw carrot sticks	Fresh tomato wedges
Creamed fresh codfish	Baked macaroni and cheese
Baked potato	Diced fresh carrots and peas
Fresh string beans	Bread and butter sandwich
Bread and butter sandwich	Oatmeal cookie
Oatmeal cookie	Milk

#### Midafternoon

Peanut butter sandwich	Mixed raw vegetable sandwich
Milk	Milk

Jelly sandwich
Milk

Peach marmalade sandwich
Milk

Strawberry jam sandwich
Milk

Peanut butter sandwich
Milk

# YOUR SCHOOL INSURANCE

## *Review before you renew*

MY SURMISE is that many schools have had or stand to have serious financial losses that are not covered by insurance, not necessarily because the school system is not paying a sufficient amount for insurance premiums—it may be paying too much—but because coverage is not up to date, the proper forms of protection have not been used or the amounts of protection are inadequate.

Until a loss occurs an insurance policy is worth no more than the paper on which it is written; subsequently, it may become a precious legal document, as valuable as any other assets a school may possess.

### An Obligation to Taxpayers

As a public servant the school administrator or business manager owes an obligation to the taxpayers in the matter of school insurance and he must give special consideration to the selection of insurance companies, their representatives, the forms of policies used, the rates charged and the protection offered.

Since it is impossible to cover the whole field of school insurance in a short space, this article will be confined to fire insurance and its supplemental coverages.

Of first importance in any insurance program is knowledge of the sound insurable value of the property to be protected. Once this value is correctly determined, it becomes the sound basis on which the insurance is issued.

In insuring a new school building the cost figures are easily available for, after deducting from the total costs such items as architects' fees, the insurable value is the result. But to determine the sound value of school buildings that contain additions, probably built at different times, becomes a more troublesome but, as we shall see, not an insurmountable problem.

**JAMES J. GARVEY**  
Business Manager, Oak Park Public Schools  
Oak Park, Ill.

There are school systems that take the original cost of the buildings or additions and depreciate their value over the years they have given service. The result thus obtained is decidedly erroneous and does not take into account the improvements to those buildings as well as the appreciation in building costs that have no doubt occurred.

To keep the values of our school buildings up to date, the school system of Oak Park, Ill., some years ago commissioned a reputable firm of architects to prepare a professional appraisal of values based on a thorough survey.

The result is a sizable report in a durable binding which contains thumbnail sketches of every building in the school system. Graphically, the report is worth describing as on a basic floor plan of each building different colored crayons are used to indicate the date of the original structure and of each later addition. Thus one can see at a glance the age of each unit of a building.

### The Architects' Report

Broadly, the architects' report, which cost us \$350, covers the type of construction, the value in replacement cost and the total and the insurable values of buildings at that date.

From this time on it has been simple to keep our insurance values up to date. Every five years we call in an insurance engineer who reviews the values and thus, without pain, without work and with little expense, we know what the sound values of our individual plants are. To each insurance policy it is necessary only to attach a new value clause, the insurance is renewed and the difference is adjusted.

It is equally important to obtain

a similar appraisal of all contents of the buildings. In Oak Park we arrive at our contents values in a unique way but the method is accepted without question by the underwriters.

Step 1 is a record of the standard equipment for each room and grade in the school system. We start on the premise that the kindergarten equipment, for example, is approximately the same in all schools. Having compiled a list of the equipment in a given kindergarten, we use that figure in determining the value of kindergarten equipment in all buildings.

### Yearly Inventory Required

Step 2 is our requirement of holding each principal responsible for taking a complete inventory of the "contents" of his building. Soon after the first of each year blanks are sent to the principals and they fill out the forms. Between this building inventory and the standard list of equipment for each room and grade, we arrive at a figure that is acceptable.

Before taking out new insurance or renewing old we call in a fire insurance engineer who is familiar with school risks and he makes a room-to-room survey to determine what can be done to keep down fire hazards. Following such inspections we have "armor-plated" the wood doors that lead from the boiler room into the corridors and we have installed automatic closing devices to confine gases and smoke to the single area in which a fire might break out. Such counsel helps obtain a lower rate of insurance and points out areas where special hazards are located so that they can be corrected as time and money permit.

The "form" used on insurance policies is highly important. It should contain an accurate description of buildings and property covered. It

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may contain special coverage for loss to office records and reports.

If, through the year, representative values are transferred from one building to another, consideration should be given to using a so-called "blanket form" in lieu of a specific form in providing protection.

In recent years the use of the "extended coverage endorsement," which may be added to all fire policies, has extended the protection in school insurance. This endorsement provides, in addition to the fire insurance, equal amounts of protection against windstorm, hail, explosion, riot, riot attending a strike, civil commotion, aircraft, vehicle and smoke damage. Some of these hazards are particularly prevalent in schools and this endorsement may be added, in most instances, for a nominal cost.

Our schools, as do many others, especially in urban areas, take advantage of a substantial reduction in insurance rate by using the "co-insurance clause." This clause is highly recommended, if properly used, but it does become a warranty on the part of the insured that at all times insurance will be maintained representing a definite percentage of the actual cash value of the property protected at the time of loss. Here, again, the knowledge of the sound value of the property protected is of utmost importance.

#### A Practical Example

Perhaps a practical example of the use of this clause will be helpful. Consider that the sound value of the property to be protected is \$100,000 and an 80 per cent co-insurance clause is used. A policy may be issued for \$100,000 but it *must* be issued for at least \$80,000 in order to comply with the requirements of this clause.

Now let us suppose that a policy is issued for only \$50,000 (because of lack of knowledge of the sound value or carelessness). Then the insured stands the chance of having his loss settled on a basis of only five eighths of the loss, or the ratio of the amount of insurance actually carried compared to the amount of insurance the co-insurance clause requires to be carried.

Many insurance programs exist, I am told, in which, if a loss occurred, the insured would be able to collect only a small portion of the loss because of the misuse of the co-insurance clause. The insured did not

know the sound insurable value of the property to be protected.

Now a few words about the selection of insurance companies and here we get on highly controversial ground. Care should be taken to have only the best. Information on the standing of insurance companies may be obtained from "Best's Reports," which is the Dun and Bradstreet of the insurance world.

Many schoolmen would recommend that insurance protection for schools be underwritten by sound stock companies only. In Oak Park we have found it advantageous to split our business evenly between stock companies and carefully selected mutual companies writing nonassessable policies.

#### Our Rates Were Too High

Let me cite in sequence some of our local experiences. Some years ago we found to our chagrin that Oak Park, despite its well-constructed and carefully maintained school buildings and grounds, was paying a higher insurance rate than were some of our neighboring school systems with plants distinctly inferior to our own.

After seeking some expert but disinterested counsel, we called in several representative insurance agents in the village and told them that we had been advised that we were paying an excessive rate and that we now had determined to combine a number of small policies about to expire into policies of \$125,000 or so each. We requested each insurance broker to advise us how much of this insurance he would care to carry and the rate he would underwrite it for.

Some brisk competition ensued and in consequence our rate was cut from 90 to 42 cents a hundred, making a saving of about \$3000 a year in the amount paid in premiums.

Later, the state legislature passed a law requiring that rates for insurance on all public buildings should be at a rate determined by the underwriters in the district, and our rate was increased 300 per cent to \$1.26 a hundred. This was reduced by engineering changes to 74 cents a hundred and our insurance was later placed with a mutual insurance company having a guaranteed nonassessable clause in its policies and a fairly liberal refund at the expiration of the policy. As a result, we are getting our insurance coverage at the former

rate of about 42 cents a hundred.

However, we have revised our setup recently in the interest of sound protection and now divide our business equally between stock and mutual companies on the theory that each will hold the other in check.

#### Insurance Is Parceled Out

To preserve good will we parcel out our stock company insurance among local representatives on the condition that these men write as much insurance as possible through one general agency. In case of small losses we would have claims worth filing if our policies are not too scattered. We plan to place policies with three or four stock companies each year and give the remainder of the business to mutual companies.

Many points brought out in this article will seem elemental and many readers may say, "I have read that or heard that before." The fact remains that many school insurance programs are not reviewed often enough and a school district would stand to lose for the lack of application of some of these basic principles of insurance underwriting, even if its losses were supposedly covered by insurance.

## BETTER PLANT PRACTICES

#### Care of Linoleum

That linoleum flooring which begins to show signs of age can be reconditioned by the application of a good neutral oil soap or cleansing agent. After the floor has been scrubbed with this solution, it should be mopped, rinsed and given time to dry.

If, after such procedure, the linoleum still lacks luster and its colors seem faded, a coat of wax varnish finish of the color desired will work wonders. The flooring, for example, that was blue originally but does not look like much of anything in its present state can be completely rejuvenated by applying two coats of blue wax.

We are also informed by authorities that it is advisable to seal the linoleum before any finish is applied, particularly in the event that it is badly pitted. In consequence the finish will be smooth and durable and better looking, of course. To complete the job, an efficient, quick drying, elastic seal is recommended. This should be allowed to dry thoroughly and the surface brushed with steel wool to remove any remnants of the seal.



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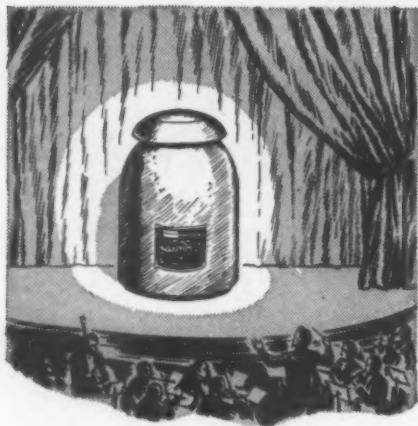
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# CHALK DUST

### Advice for August

WHEN Confucius so aptly remarked that August is the jump-up, jump-down and jump-around month, he undoubtedly had in mind the hundreds of modern school supervisors and administrators who make themselves miserable by last minute planning before the September floods.

For August is the month when supervisors plan their plans and furbish their foibles for the year ahead; they formulate rules for beginning teachers, how to regulate the curriculum and the incidence of spit balls, how to pick up the floor and the social studies, how to wash blackboards and please be sure that your slip doesn't hang, how to propitiate honorable mammas and janitors and who knows whom else.

Remember, then, that the wise Confucius also said: "Think first, keep still second, take a little sleep, smoke a long pipe (m), get a henna rinse (f), tell self to take it easy, enjoy sunshine, see blue sky, look bright stars, hear little wind in trees, love little children—and everything be all right."

### Story of the Month

UNFORTUNATELY, it is impossible to give credit for the following gemlet inasmuch as four correspondents sent it in at the same time. We trust the original propagator will rise and take a bow if he isn't ashamed of himself, for this is the "progressive" story to end all progressive stories.

At breakfast one morning little Sweetie-Pie pushed her cereal away, loudly announcing that she wouldn't eat the darned stuff and, not only that, she wouldn't eat any breakfast at all unless the menu was improved.

"Well, my dear, what would you really like for breakfast?" cooed the progressive mamma.

"I want a worm," says Sweetie-Pie.

Children must not be frustrated or their little spirits will be warped and maybe they will get left-handed or grow up to be school teachers or something. With this in mind, papa repairs himself to the garden and returns with a nice fat worm.

More tears. "I want it cooked." So into the kitchen goes the worm to be rolled in batter, cooked a nice golden brown and brought back to the table.

Sobs and frustration. "I want Daddy

to have half of it." With a sigh of resignation, Daddy closes his eyes, gives a violent shudder and gulps. Half the worm is gone.

Tears, sobs, howls and tempest.

"Darling, what is the matter? What do you want now?"

"Daddy ate the half I wanted."

### Purely Personal

THE Little Lady of My Dreams, who is forced to read the initial draft of Chalk Dust in order to spot the grosser grammatical errors, complains that reference is never made to a school teacher (feminine) without the qualifying adjective "little." Many of the best teachers are pleasingly plump, says she.

But after all, Mother, diminutives fit in well with this teaching job. In teaching school, the little courtesies make the schoolroom blossom like a rose; the little encouragements from a supervisor give fresh inspiration to a teaching staff; the little pats of kindness from a seemingly indifferent community build the morale of the entire staff.

Compared to the frenzy of the stock market, the transactions of the world of commerce or the wild alarms of "big business," school teaching is a little business, indeed. A little business—but how important its gleam upon the darkness of ignorance!

### Seek Understanding

OH, TEACHER, read diligently the books on child psychology until the pages blur before your eyes and the type runs like little black ants crawling into darkness to escape your search. Study well the volumes on child development until the carefully curved statistics jumble into improbabilities and the footnotes jeer your vigilance. Peruse the learned tomes on child behavior until you hang the physiologic bones on a psychiatric gibbet. These things are right and good, my dear, but without a youthful heart you shall never know the child and without an understanding soul you will never understand.

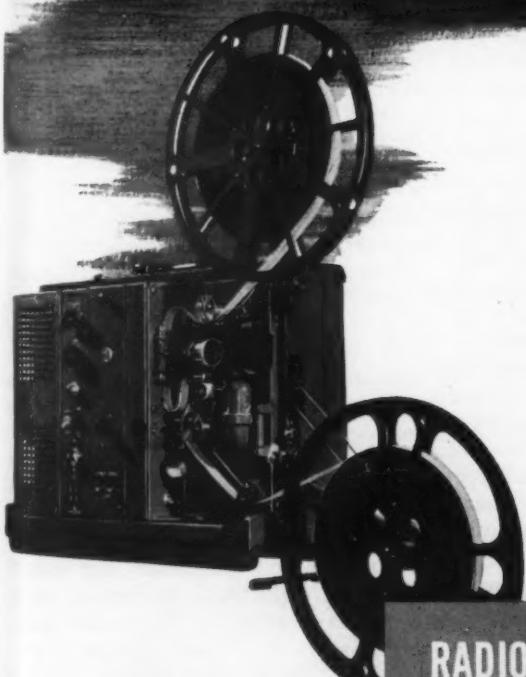
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# WASHINGTON NEWS

By EVA ADAMS CROSS, Special Correspondent

## Construction Permission Eased

Applications for permission under L-41 to do construction may now be filed and may be approved when the construction meets the requirements stated in paragraph (e) of Direction 5, as amended June 11.

The direction declares: Priorities assistance may be given for construction in the form of either additions or alterations or new facilities, where these are needed for carrying on civilian services where the service is an essential requirement of the community or will contribute substantially to the national economy, and where there is now a shortage of the product or service for civilian use and a continued shortage is expected.

Applications for construction under this direction should be filed on Form WPB-617. They should refer to the paragraph of the direction under which they are filed and a complete statement should be given regarding each point set forth in that paragraph.

Schools are cautioned to be careful in making this application. If they know they are going to need priority assistance on certain critical items, they should request that their application be approved with an AA-3 rating. If the application is approved without a rating, they will not be able later to get priority assistance from W.P.B. in supplementary requests for assistance.

## Referendum on Military Training?

Congressmen Smith and Taylor introduced a joint resolution, H.J. Res. 220 and 221, on June 25 providing for a national referendum on peace-time military training to be submitted to the voters in the next congressional election in each state.

## Veterans' Education

Veterans now receiving domiciliary care in Veterans Administration facilities who are also eligible for education or vocational rehabilitation under Public Law 346 or Public Law 16 may take such training and still receive domiciliary care, the Veterans Administration announced June 22. Veterans receiving training or education under either law may be admitted to domiciliary homes, provided they meet the requirements for care.

## Protective Services for Children

A plan calling for an annual increase of at least \$75,000,000 for expansion of health, welfare, education and other protective services for children has been presented to President Truman for consid-

eration, according to the Secretary of Labor. The plan is embodied in a report of the National Commission on Children in War Time.

The specific proposals cover expansion of services for maternal and child health and crippled children; expansion of child welfare services; extension and improvement of other social security programs; federal aid for education; federal child labor legislation.

## Surplus Property Board Report

Billions of dollars worth of surplus war property must be disposed of quickly so as to take advantage of war-time markets and speed reconversion, the Surplus Property Board said in its second quarterly report submitted June 7 to Congress. Total surpluses may approximate \$100,000,000,000, original cost to the government. Surpluses will consist of a fantastic conglomeration of material and land scattered all over the globe.

Administrator Alfred E. Howse, in a statement prefacing the report, said: The preferential rights of possible priority purchasers must be protected. The act gives such priority to federal, state and local governments and their institutions, and there are 285,000 of them. . . . So far, the amounts sold to state and local governments have been small. However, 43 of the 48 states have recently organized central purchasing offices and a big increase can be expected in their buying.

## May Amend G.I. Bill

To amend the Servicemen's Readjustment Act of 1944 with respect to the education and training of veterans was the purpose of a bill introduced by Senator Pepper June 20. The amendment increases the dependency allowances for veterans obtaining education under the provisions of the present act, removes the distinction against veterans over 25, extends the maximum duration of the educational benefit and allows veterans to start schooling later than the current deadline of two years after discharge. The bill also guarantees that educational benefits will not be deducted from future benefits veterans may obtain.

The amendments embody recommendations made by the American Legion and the National Education Association.

## Surplus Radio Equipment

A group of educators representing schools throughout the country held a three day meeting in Washington in June to plan utilization of surplus radio

and electronic equipment in fostering and expanding educational programs. Called by Commissioner John W. Studebaker, at the request of the Surplus Property Board, the meeting was held under the auspices of the Federal Communications Commission.

A system of more than 800 broadcasting stations devoted to educational pursuits was envisioned by the gathering. Already 18 states have detailed plans for coordinated educational broadcasts while 11 other states have well-advanced plans and four others have provided a basis upon which to expand. An integrated educational network in each state is the aim.

The use of surplus radio and electronic equipment for study purposes in classroom and laboratory was considered. A continuing committee was appointed to carry on the discussions and to work out a program that will bring about the fullest use in education of surpluses in the radio and electronic fields.

## Promotes Vocational Study

A bill was introduced June 8 by Representative Flanagan providing for the promotion of vocational education and for cooperation with the states in the promotion of such education in agriculture, the trades and industries. The bill also provides for cooperation with the states in the preparation of teachers of vocational subjects.

## Revocation of W.P.B. Orders

Orders affecting many items for civilian use requiring only small amounts of steel in their manufacture have been revoked in the past several weeks. These may now be produced within the limitations of available materials and manpower.

Among such items of interest to schools are: floor sanding, finishing and maintenance machines; portable rug scrubbing machines; industrial vacuum cleaners; blowers for cleaning purposes; scales, balances and weights; commercial laundry, dry cleaning and tailors' pressing equipment; coal stokers with grate area of 36 square feet or less; floor and wall furnaces; cast-iron boilers; commercial cooking and food and plate warming equipment; industrial and commercial refrigerating and air-conditioning machinery and equipment; photographic and projection equipment, accessories and parts; electric and non-electric office machines; typewriters; electric motors and generators; fire protective, signal and alarm equipment; table, floor and other types of portable lamps and shades; enamelware; carpet sweepers, hand clothes-wringers, can openers, dust pans, fly swatters and washboards; bicycles and repair parts; light power driven tools; flatware and hollow ware; incandescent, fluorescent and other electric discharge lamps; water heaters;

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### Payments to School Districts

Introduced June 5 was a bill authorizing the Bureau of Reclamation to make payments to school districts as compensation for education of children of federal employes residing on federally owned property. The bill would authorize the Bureau of Reclamation to make payments out of funds appropriated for the construction, operation or maintenance of federal reclamation projects to political subdivisions or public bodies operating elementary or secondary schools located within the service area of, or adjacent to, federal reclamation projects.

### Canning Centers to Be Continued

To encourage home canning of fruits and vegetables, the W.F.A. has provided funds for continuing throughout the canning season the community canning centers started in 1942 under the direction of the U. S. Office of Education. The program will be carried out through state boards for vocational education and the local public schools in accordance with plans agreed upon by the Office of Education and W.F.A.

### Scientific Research Program

Representative May introduced June 11 the amended version of H.R. 2946 (introduced April 18) authorizing appropriations for a permanent program of scientific research in the interest of national security. The only changes, according to the military affairs committee, to which the bill has been referred, limit the appropriation to \$8,000,000 and require an audit. H.R. 2946 asked that there be appropriated such sums as might be necessary.

### Hearings on H.R. 3116

Hearings were begun June 13 before the House Committee on Education on the bill which would establish a temporary agency to be known as the Commission on Emergency Federal Aid to Higher Educational Institutions. The bill authorizes \$25,000,000 in federal aid for the benefit of higher educational institutions.

### To Amend Smith-Hughes Law

Introduced in the House June 20 was the Senate-approved act, S. 1080, to amend Section 5 of Public Law 347. Section 5 would be amended by adding the following sentence: "The administrators, directors, supervisors and teachers necessary in the several states to carry out the provisions of this act shall be appointed

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in accordance with the laws of the respective states."

H.R. 3421, introduced June 8 by Representative Flannagan, is an identical bill with S. 1080.

#### Education Program for E.T.O.

Educators selected as heads of academic sections in the university study centers of the Army education program for troops in the European theater of operations include the following:

John Dale Russell, department of education, University of Chicago; Elmer T. Peterson, college of education, State University of Iowa; Dean Kenneth E. Olson,

department of journalism, Northwestern University; Julian Boatman, extension division, U. S. Department of Agriculture; James R. Hawkinson, school of commerce, Northwestern University; Virgil M. Fairies, head of management engineering, Texas A. & M.; Douglas Whittaker, professor of physiology, Leland Stanford; Dean Luther T. Mott, school of journalism, University of Missouri.

Additional educators are being selected for instructional duties at the centers and all will retain their civilian status.

Brig. Gen. Paul W. Thompson will head the educational program in Europe.

It includes study and training in unit schools operated by and within battalions and similar military units, study in civilian educational institutions and in special Army university centers, training in a centralized vocational school and correspondence study in the U. S. Armed Forces Institute. To the extent that military duties will allow, enlisted men and officers will have an opportunity to study while awaiting reassignment, furlough or discharge.

#### More Electric Appliances

Order L-65 which permitted limited production of certain types of commercial electric cooking and food preparation equipment and prohibited manufacture of more than 50 other types of commercial and domestic electric appliances has been revoked, according to an announcement June 16. Scarcity of materials will, however, limit the number available to consumers for some time.

#### Items in Short Supply Listed

A list of 101 items and groups of items now in short supply or expected to be so has been submitted to W.P.B. in the first report of the new Joint Committee for Critical Materials and Products.

Listed are such items as: asbestos textiles, hog bristles, burlap, industrial wiping cloths, all kinds of containers, temperature and combustion controls, cotton broad-woven goods, cresols and cresylic acid, dental burs, commercial dishwashers, kapok, laboratory equipment, various hides and leathers, lumber, electric motors, nylon, certain photographic papers, softwood plywood, pulp, pulpwood, radar, insect metal screen cloth, steel and alloys group, textile machinery, nickel, work gloves, work clothes and x-ray films.

#### Fire Extinguishers Obtainable

Preference ratings to purchase fire extinguishers and portable and stirrup pumps are no longer necessary. These are now in good supply and can be bought on the open market. However, persons who are eligible to use maintenance, repair and operating supplies ratings, as provided in Priorities Regulation 3, may use those ratings to obtain these items.

#### For "Ag" Educational Work

To foster the cooperative agricultural educational work of the federal extension services; to free the extension services from the performance of nongovernmental functions, and to promote economy in the expenditure of public funds for cooperative agricultural extension work are the purposes of a bill introduced by Senator Thomas of Oklahoma. It has been referred to the committee on agriculture and forestry.

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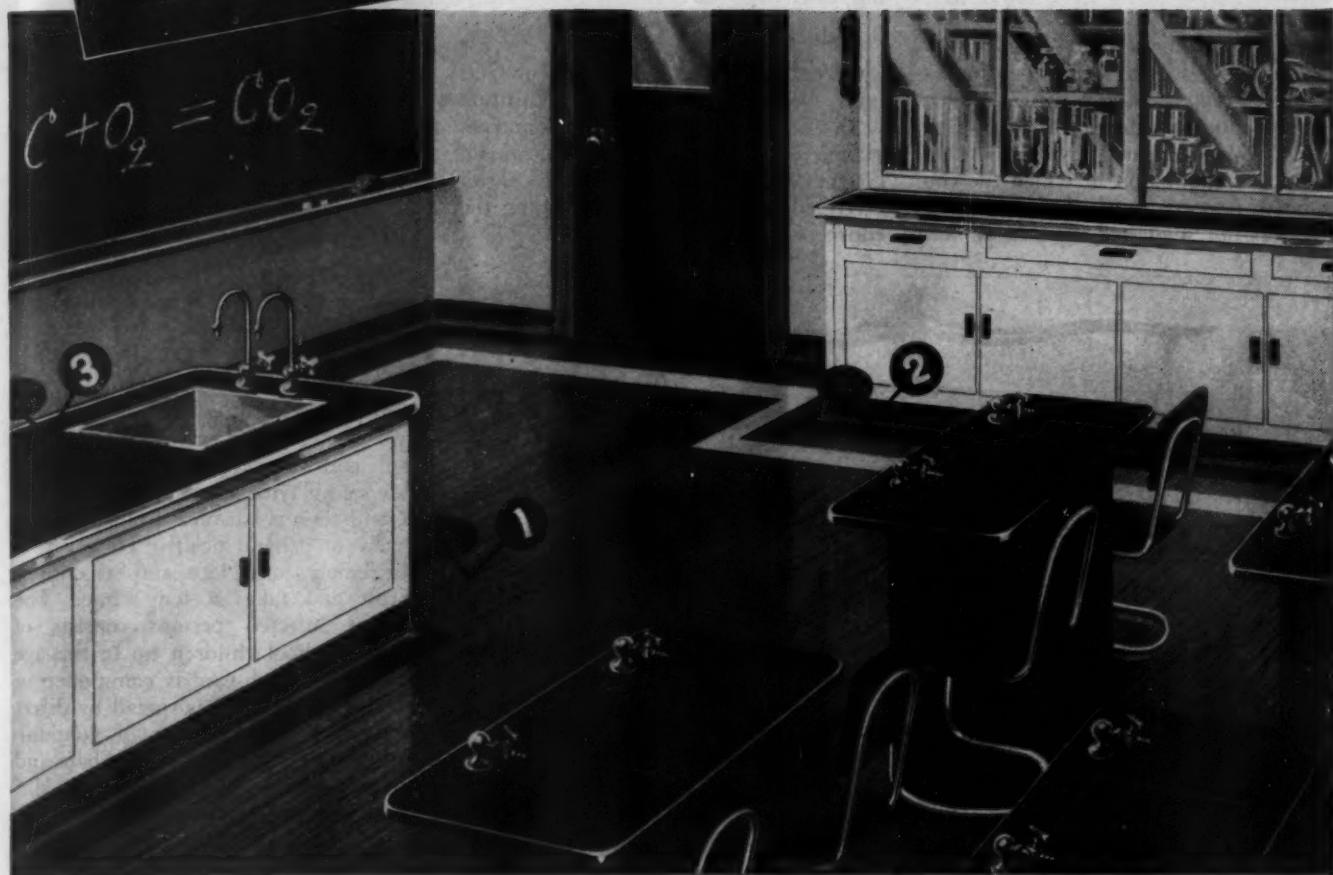
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# NEWS IN REVIEW

## Education vs. Military Training

In a survey completed by the National Opinion Research Center, University of Denver, it was disclosed that 56 per cent of the people of the United States think an annual federal appropriation of \$2,000,000,000 would be better spent on regular education than on military training. It was revealed, however, through a preceding question in which the comparative importance of educational training was not suggested, that 72 per cent

of the same cross section would favor a law that would require boys when they become 18 to take a year's military training after the war.

## Re-Educating Germans

A report on the re-education of Germany has been issued by the Institute on Re-Education of the Axis Countries, which recommends that the educational system of Germany be under the control of Allied military authorities during the entire occupation period.

Anti-Nazi Germans, who can be trusted, should be allowed to attempt the restoration of educational facilities in their respective towns or villages. However, should any failure of the plan be discovered, this permission should be revoked and educators guilty of teaching hatred should be dismissed.

It is proposed that a board of educational advisers be selected from experts in the United Nations, especially in the countries neighboring on Germany.

The report was prepared under the direction of Dr. Reinhold Schairer of New York University.

## Scalp Ailment Spreads

A highly contagious disease, ringworm of the scalp, is spreading through the schools of the country, according to Stephen Rothman, M.D., in an article in the June issue of *Hygeia*. It is apparently associated with factors related to the war, such as crowding, increased travel and neglect resulting from increased employment.

The disease is harmless from the point of view of general health. However, it is extremely contagious and its cure is difficult and takes a long time. The mass of infected persons consists of grammar school children up to the age of 14, and the disease is commoner in boys than in girls. It is spread by direct contact and the handling of contaminated objects. Combs, brushes, hats and caps are important carriers; the disease may also be contracted through contact of the scalp with the back of theater seats.

Mass examination of school children with filtered ultraviolet light in a darkened room, which causes the infected hair to shine with a bright green fluorescent light, is being carried out by medical officers in some cities. Children who have the disease are advised to wear a protective paper or cloth cap in school until they are cured.

## Amateur Film Contest

The International Theatrical and Television Corporation has announced a contest for the best amateur film production submitted on any subject. The contest closes June 30, 1946. The first prize is \$10,000. Ten additional prizes will be awards of commercial distribution of the films by I. T. & T. For information write the corporation at 25 West Forty-Fifth Street, New York City 19.

## What School News Is Read Most?

Children's health is the aspect of school news in the daily papers which interests parents most, according to a study made by William J. Thomas of the University of Pittsburgh. School building programs, extracurricular activities and athletics interest them the least.



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## ADMINISTRATION

### Teacher Shortage

Administrators are still deeply concerned at the teacher shortage and consequent lowered standards of education prevailing throughout the country, particularly in the South and in rural areas. During the last year the schools issued 80,000 emergency licenses as opposed to an average of 4000 such licenses granted before Pearl Harbor. Turnover has continued at an unprecedented rate, with one out of every three

teachers changing positions during the last two years. Approximately 150,000 teachers entered the armed forces or war industries. Indications seem to be that the shortage will remain critical for another year.

### Legislation in Illinois

The Illinois legislature increased the state aid to public schools from \$9,000,000 to \$43,973,000 for the biennium, of which Chicago's share is approximately \$9,000,000. It raised the quota for elementary schools from \$62 to \$80 per pupil and for high schools from \$85 to \$90 per pupil. Where district taxes do

not meet the quota figure the balance is to be made up from the distributive fund.

Salaries of teachers throughout the state were raised to a minimum of \$1200 annually.

Proposals authorizing the Chicago board of education to establish four year colleges and bills to establish a branch of the University of Illinois in Chicago were rejected. A bill to establish a college of labor at the university was approved.

An appropriation of \$1,500,000 for continuance of the school lunches for such boards of education as may desire them was granted, with administration of the fund placed under the state superintendent of public instruction.

### 555 New Teachers for N. Y. C.

To reduce oversized classes, the New York City board of education plans to create 555 new teaching positions next fall at a cost of \$1,000,000 which is to be provided by the state in accordance with a new education law which sets aside \$1,000,000 a year for a five year period to help eliminate overcrowding in classrooms.

Of the new positions, 180 will be in the elementary schools, 125 in the junior high schools, 200 in the academic and 50 in the vocational high schools.

### To Prevent Forest Fires

With the discovery that several forest fires in Michigan were started from the use of phosphorus and investigations by the state police disclosing that nearly all high school chemistry laboratories have phosphorus on hand of which accurate account is not always kept, the state department of public instruction urges chemistry teachers to redouble their precautions in the use of this chemical and other inflammatory materials.

### Labor Relations Program Adopted

The president of the board of trustees of the University of Illinois has announced adoption of a model labor relations program to cover the university's 2200 nonacademic employees. It includes provisions for collective bargaining, premium pay for overtime, comprehensive rules governing compensation, vacations, disability, grievances and working conditions. This is said to be the first step of its kind taken by any large university.

## INSTRUCTION

### Against Religious Instruction

Following protests by the American Civil Liberties Union to Harvey V. Gilson, state commissioner of education for Maine, against reported instances of sectarian religious instruction in public

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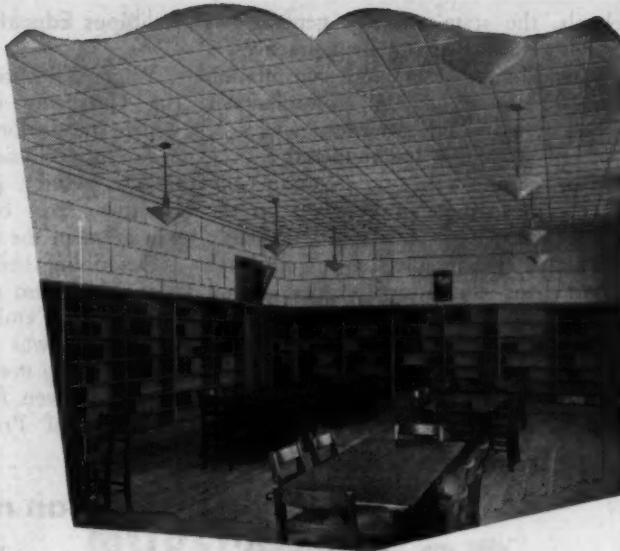


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schools, the state attorney general has issued a ruling barring such practices.

After investigation and consultation with the attorney general, Commissioner Gilson stated: "The attorney general of the state of Maine has rendered a decision to the effect that no sectarian comment or teaching can be given in the public schools of this state. Recently this matter was discussed at a conference attended by the attorney general and representatives of various religious faiths and a unanimous agreement and understanding were obtained regarding the text of the attorney general's decision . . . ."

#### Religious Education in Illinois

While still a member of the faculty of the University of Illinois, a position which she no longer holds, Mrs. Vashti McCollum, physical education instructor, filed a petition asking the Champaign county circuit court to halt religious education in the public schools.

Describing herself as a "rationalist," Mrs. McCollum stated that her 10 year old son was embarrassed and shunned because he was the only child in his class who did not take the course, which has been given for five years by representatives of Protestant, Catholic and

Jewish faiths for half hour periods each week.

The president of the school board of District 71 said the suit would be fought to a finish. Local religious organizations gave him full support. The Illinois House of Representatives reacted by hastening to consider a bill authorizing such education. Under its terms the state school law would be amended to add one optional hour to the curriculum for the purpose of religious teaching when requested by parents. The bill



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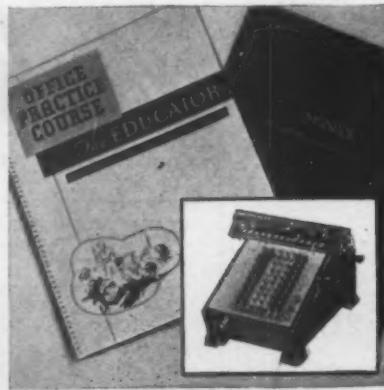
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#### Superintendent's Book Shelf

**PRO AND CON OF THE PH.D.** By Carroll Atkinson. Boston: Meador Publishing Company.

**TRUE CONFESSIONS OF A PH.D. (Revised and Enlarged.)** By Carroll Atkinson. Boston: Meador Publishing Company.

**TECHNIQUES OF GUIDANCE.** By Arthur E. Traxler. New York: Harper and Brothers.

**BETTER TEACHING THROUGH TESTING.** By M. Gladys Scott and Esther French. New York: A. S. Barnes and Company.

**PUBLIC EDUCATION IN ALABAMA.** A report of the Alabama Educational Survey Commission. Washington, D. C.: The American Council on Education. 1945.

**STANDARDS FOR SCHOOLHOUSE CONSTRUCTION.** Charleston, W. Va.: Division of Schoolhouse Planning, State Department of Education.

**NOW . . . IN OUR TOWN.** By the regional committee on adult education of the American Association of School Administrators. Washington, D. C.

**GUIDING YOUTH IN THE MODERN SECONDARY SCHOOL.** By Leslie L. Chisholm. Cincinnati, Ohio: American Book Company.

**TEXTS OF MAJOR EDUCATIONAL LAWS ENACTED BY EIGHTY-FOURTH INDIANA GENERAL ASSEMBLY, 1945.** Indianapolis 9, Ind.: Research Service, Indiana State Teachers Association.

**LEGISLATIVE DIGEST SERIES, 1945.** Indianapolis, Ind.: Research Service, Indiana State Teachers Association.

**SCHOOL LIBRARIES FOR TODAY AND TOMORROW.** Planning for Libraries, Number Five. Chicago: American Library Association.

**JUNIOR COLLEGE SALARY STUDY.** By Henry G. Badger and Walter Crosby Eells. Washington, D. C.: American Association of Junior Colleges.

**THE IMPACT OF THE WAR ON THE SCHOOLS OF RED WING.** By Nelson L. Bossing and Leo J. Brueckner. Number 5. The Community Basis for Postwar Planning. Minneapolis, Minn.: University of Minnesota Press.

**CERTAIN PERSONNEL PRACTICES IN THE CHICAGO PUBLIC SCHOOLS.** The Investigating Committee, Nat'l Commission for the Defense of Democracy Through Education of the National Education Association, Washington 6, D. C.

**GERMANY AND THE POSTWAR WORLD.** Report No. 24. National Opinion Research Center, University of Denver. 50 cents.

**PUBLIC OPINION ON CONTROL OF PRICES . . . WAGES . . . SALARIES . . . DURING WAR AND RECONVERSION.** Report No. 26. National Opinion Research Center, University of Denver. 25 cents.

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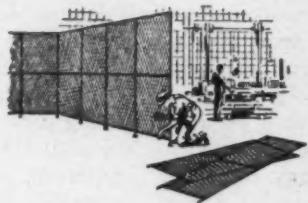
OLLS

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IRON AND WIRE  
PRODUCTS

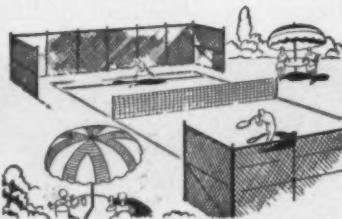
FOR  
YOUR  
SCHOOL



Stewart Baseball Backstops, available now, are 20 feet wide and 12 feet high with a 10 foot wing set at an angle on either side. A four foot overhang at top deflects upbounding balls. Backstops are made of chain link wire, heavily galvanized to give many years of trouble-free service.



Stewart Wire Mesh Partitions are sectional and made to fit any height or width. Quickly and easily installed, they are ideal for locker rooms, tool-rooms, equipment rooms, stock rooms, etc. When writing for information give all measurements.



Stewart Tennis Court Backstops are available now in heavyweight construction only. When restrictions are lifted, medium weight construction and complete tennis court enclosures will also be made.

Some Stewart products are obtainable now, without a priority, for schools participating in the U. S. Office of Education Victory Corps Program. Others are available for certain protective purposes. Whatever you require, if it's made of iron, wire or bronze, consult Stewart first. In addition to those shown above, Stewart products include: Iron and Chain Link Wire Fence, Steel Folding Gates, Wire Window Guards, Flag Poles, Railings, Bronze Tablets, Bicycle Racks, Grilles and many others. When writing for information, mention products in which you are interested.

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Experts in Metal Fabrications Since 1886

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WIRE  
FENCES

# Expediting SCHOOL FEEDING

MODERN CENTRALIZED  
HOT FOOD  
PREPARATION  
AND DISTRIBUTION

**AerVoid** Vacuum Insulated  
Hot Food, Soup and Coffee Carriers

## Cook Early!

With AerVoids hot foods and liquids can be prepared hours in advance of time of serving, hot foods transferred directly from cooking kettles to AerVoids and hot coffee direct from coffee urns to AerVoids, kept hot and in good condition, sealed against contamination, readily portable indoors or outdoors for servicing scattered buildings and activities from one central kitchen.

## Save 3 Ways!

In every extensive feeding operation there is a way in which time, money and labor can be saved and food handling expedited with AerVoid Vacuum-Insulated Hot Food, Soup and Coffee Carriers, to make possible more centralized preparation and distribution of hot foods, even miles from the kitchen where they are prepared.

An AerVoid is a self-contained unit, ready for service as soon as unpacked, requires no installation and practically no upkeep or maintenance. Just put hot foods and liquids in AerVoids direct from cooking kettles and coffee urns and clamp down the covers! No other method of hot food handling is so simple, costs so little to operate and maintain.

Our food consultants, of wide experience in School, Industrial and Institution feeding, will aid you with suggestions without cost or obligation. Let us submit facts showing the money and labor saving you can make with AerVoids.

Ask for School Feeding  
Envelope 45 DD

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SOLE MANUFACTURERS  
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70,000  
high Vacuum Insulated AerVoid Hot Food, Soup and Coffee Carriers have been ordered in war effort food servicing.



was advanced without being referred to committee.

Meanwhile the House executive committee had under consideration a resolution calling upon the University of Illinois trustees to discharge any person holding such views as those of Mrs. McCollum which are that "religion is a chronic disease of the imagination contracted in childhood."

The Senate later killed a bill to permit public school children to be excused from religious instruction classes. Senator R. W. Lyons, chairman of the educational committee, stated that the consensus of those opposing the bill was "we want religion but we don't want it on school time."

## SUMMER COURSES

### School for Workers Seminar

The American Federation of Teachers is again sponsoring a teachers' vacation seminar under the direction of the University of Wisconsin School for Workers from July 22 to August 4. Dr. E. E. Schwartztrauber is director of the school which inaugurated the seminar last year. Students included teachers from fourteen cities in nine states, most of whom held responsible positions in their respective local unions.

The seminar agenda will include such subjects as "The Teacher in the Community," "The Teacher in Democratic Society," "The Labor Movement in a Changing World" and "Postwar Problems and World Organization."

## POSTWAR EDUCATION

### Institute for Veterans

A new type of school, the Veterans' Institute, is to be established at Benton Harbor, Mich., under legislation recently enacted in that state for the establishment of such schools. The idea originated with Supt. Sidney C. Mitchell of Benton Harbor who, through conversations with hundreds of servicemen, has found out just what sort of schooling they want.

The high school building and facilities will be used by the Veterans' Institute when regular classes are not in session. Classes will begin at 4 o'clock and continue into the evening, functioning continuously throughout the year with no terms or semesters and open to all veterans below college grade.

More than 400 courses will be available and a veteran will be permitted to enter at any time, take any course he wants, advance according to his ability. Individual textbooks specially prepared

for each course will be used, with book work supplemented by shop, laboratory, library and use of visual aids. Frequent tests will be required and students will be expected to attend from 25 to 30 hours a week; when a course has been completed, the institute will grant a certificate of completion. Tuition will be based on operation costs.

The school will open immediately after formal approval by the Veterans Administration.

## VISUAL EDUCATION

### Would Preserve Government Films

Members of the National University Extension Association recently drew up a resolution aimed at preserving films made by the government to promote the progress of the war and the purchase of war bonds and to educate and train armed service personnel. Because such films are valuable educational aids and if lost or destroyed could never be reproduced, it was resolved that the association membership recommend to the federal departments and agencies possessing such films that (1) they preserve them to the end that they become a matter of permanent record, (2) that prints of films no longer needed be reallocated to educational institutions

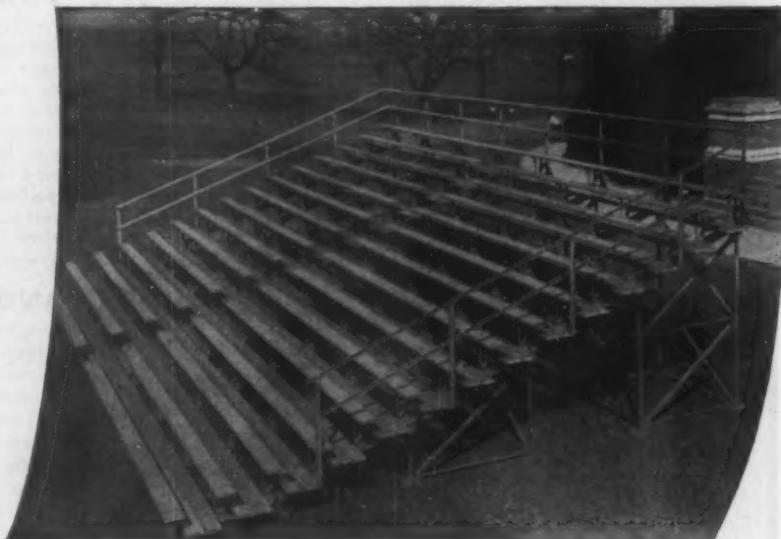
## Orders for WAYNE GRANDSTANDS are rolling in!

• Five orders from Pennsylvania, three from New Jersey, two from Georgia, others from West Virginia, Kentucky, Arizona, etc., have now been placed by leading schools and colleges. When material and manpower are released for civilian production, Wayne grandstands will be shipped on a "first ordered, first shipped" basis. Don't put off placing your order 'til tomorrow. No deposit required. If suggested layouts from our engineering department are desired, give complete details as to your requirements.

WAYNE IRON WORKS, 244 No. Pembroke Ave., Wayne, Pa.  
Gentlemen: Please send copy of booklet— "Speaking of Postwar  
Plans."

YOUR NAME \_\_\_\_\_  
SCHOOL \_\_\_\_\_  
ADDRESS \_\_\_\_\_  
TYPE STAND REQUIRED \_\_\_\_\_

Salem Public Library



TYPE "G" STADIUM PORTABLE—spacing of seats and width of foot rests same as in general stadium construction, allowing ample room for passage of late comers. Can be built up to 50 rows, without foundations or use of tools. Number of rows, as well as length, may be increased.

"Wayne Stands



for Safety"

FOLDING & ROLLING GYMSTANDS • PORTABLE  
GRANDSTANDS • PERMANENT STADIUMS

# Effective Convenient Economical

THE effectiveness of Mercurochrome has been demonstrated by more than twenty years of extensive clinical use. For professional convenience Mercurochrome is supplied in four forms—Aqueous Solution in Applicator Bottles for the treatment of minor wounds, Surgical Solution for preoperative skin disinfection, Tablets and Powder from which solutions of any desired concentration may readily be prepared.

## Mercurochrome

(H. W & D. brand of merbromin, dibromoxymercurifluorescein-sodium)

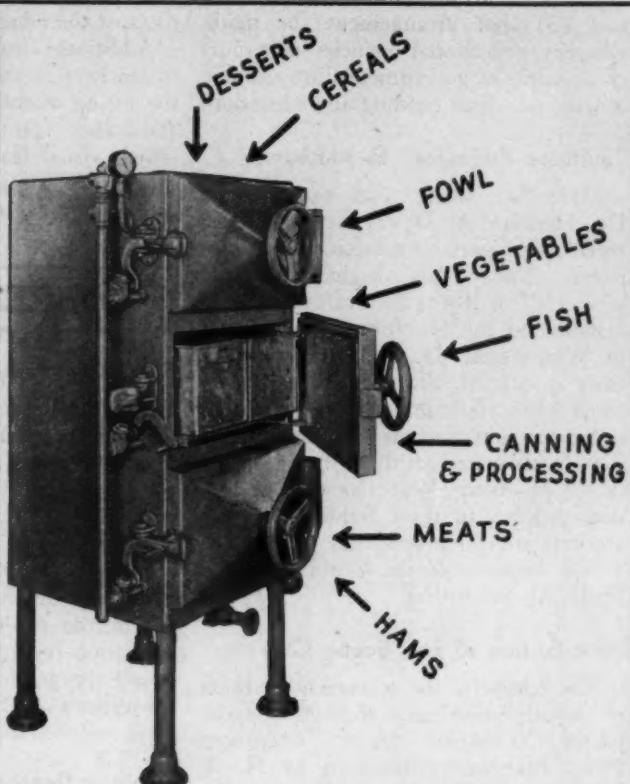
is economical because stock solutions may be dispensed quickly and at low cost. Stock solutions keep indefinitely.

Mercurochrome is antiseptic and relatively non-irritating and non-toxic in wounds.

Complete literature will be furnished on request.

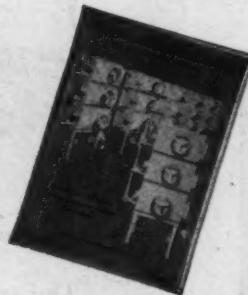


HYNSON, WESTCOTT  
& DUNNING, INC.  
BALTIMORE, MARYLAND



## AVAILABLE NOW—TO INSTALL BY FALL

Planning now for a better equipped school kitchen will assure better menus for school luncheons, at lower food and fuel costs next school year. Maforco compartment steamers achieve greatest economy with all foods, better flavor, minimum of shrinkage,—and a sizeable saving of time and labor.



For steam (direct), for gas or electric connection, there's a Maforco steamer to meet your exact needs illustrated and detailed in this brochure—yours for the asking.

Maforco steamers are available  
for PROMPT DELIVERY, and . . .  
PRIORITY-FREE

**MARKET FORGE CO.**

Everett Station Boston, 49, Mass.

and (3) that arrangements be made whereby educational agencies may purchase prints of government films suitable for use in civilian training and education.

#### "Suitcase Projector" to Museum

More than thirty years ago the late Dr. Herman A. DeVry developed the world's first portable motion picture projector. Today this original "suitcase projector," as it was then called, is being installed in the Smithsonian Institution in Washington, D. C. Doctor DeVry early predicted that the time would come when the number of people being instructed and informed by motion pictures would exceed those being entertained by them. War-time uses of motion pictures to train fighters, instruct workers and for propaganda purposes in remote sections of the world have fulfilled this prediction.

#### New Edition of Erpi Scope Chart

The release of the seventeenth edition of the utilization scope chart of Encyclopaedia Britannica (Erpi) Classroom Films has been announced by H. R. Lissack, general sales manager of Encyclopaedia Britannica Films Inc.

Under a new format, films are grouped under their area and subject matter. The primary film correlation is easily identified. Film content is brief but adequate

to assist the educator in film selection.

Additional features of this latest aid to teachers in the selection of films are the listing of the collaborators and their affiliation; identification of films for which visual learning guides are available, and listing of films available in foreign languages.

been in education, owing to the large number of women candidates; the decrease has been about one seventh. Physics and genetics doctorates have dropped to three fourths the prewar figure. Columbia and New York universities report the awarding of the largest number of doctor's degrees for the period 1941 to 1944.

## MISCELLANEOUS

#### Surplus Property News Letter

The American Council on Education issues a news letter containing information pertaining to surplus property for colleges and universities. Material is prepared by the Educational Buyers Association. A typical issue contains S.P.B. regulation No. 4 pertaining to disposal of surplus aeronautical property with a list of the types of such property; information regarding the channel of disposal; charges for shipping preparation; institutions eligible to receive such property, and disposal procedure.

#### Slump in Doctorates

Since 1941 the annual number of doctor's degrees granted has dropped 40 per cent, according to Edward A. Henry, director of libraries, University of Cincinnati. The smallest decline has

## PUBLICATIONS

**Guide to Guidance.** Volume VII in a series begun in 1939 by the National Association of Deans of Women of the N.E.A. A selected bibliography of the best books and articles on guidance published in 1944, with annotations on 375 books and articles. Syracuse 10, N. Y.: Syracuse University Press, 920 Irving Avenue. \$1.

**Statistics of State and Local Teacher Retirement Systems, 1943-44.** National Education Association Research Bulletin, Vol. XXIII, No. 2. Washington 6, D. C.: Research Division, N.E.A., 1201 Sixteenth Street. 25 cents.

**The Spiritual Problems of a Teacher.** An address by Frederick J. Gillis, assistant superintendent of the Boston public schools, before the Boston Institute for Religious and Social Studies. City of Boston Printing Department.

**Syllabus of Audiometric Procedures in the Administration of a Program for the Conservation of Hearing of School Children.** A syllabus emphasizing the necessity of cooperation between the medical and educational professions in developing effective programs for the conservation of hearing in children. Rochester, Minn.: American Academy of Ophthalmology and Otolaryngology, 100 First Avenue Building. A limited number of copies available for teachers and workers for the hard of hearing.

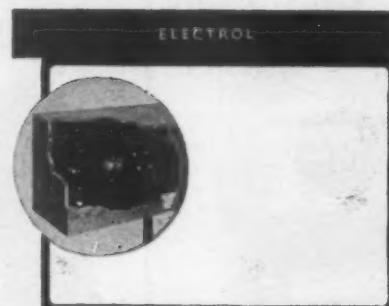
# DA-LITE MAKES THE STYLE AND SIZE OF SCREEN YOU NEED

#### DA-LITE CHALLENGER

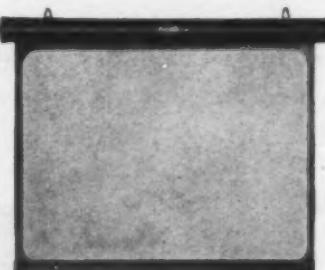
Portable, tri-pod model, can be adjusted in height without separate adjustments of case or fabric.



(Reg. U. S. Pat. Off.)



ELECTROL



DA-LITE MODEL B

Moderately priced, spring-operated hanging screen.

#### DA-LITE ELECTROL

Electrically operated hanging screen; fully enclosed mechanism; ideal for large classrooms and auditoriums.

The completeness of the Da-Lite line simplifies selection and assures lasting satisfaction. All models are built to the high standard of quality for which Da-Lite Screens have been famous for 35 years. Write for FREE 40-page Screen Data Book!

**DA-LITE SCREEN COMPANY, INC.**  
Dept. 8 TNS 2723 N. Crawford Ave. Chicago 39, Ill.

**SPEED THE FINISH OF THE WAR—BUY MORE BONDS THAN BEFORE!**



...by using Sanax when machine-scrubbing or damp-mopping to remove dust from waxed floors.



Cleaning waxed floors with Sanax actually prolongs the life of your wax applications. And that of course conserves your wax supply and saves labor on refinishing. Sanax is a neutral liquid soap containing a wax base. As it cleans it puts back wax . . . replacing much of the wax that water removes.

Sanax is processed from a combination of pure whole vegetable oils that expedites removal of dirt, oil, and grease. And Sanax works as effectively in a combination scrubber-rinser-drier as in other types of scrubbing machines! Can be used on all floors, but is especially recommended for linoleum, wood, tile, terrazzo, marble, and composition floors. Leaves a beautiful non-skid finish. Economical to use . . . requires but two ounces to a gallon of water. Put up in 1, 5, 30, and 55-gallon containers.

For consultation or literature, phone or write nearest Finnell branch or Finnell System, Inc., 208 East St., Elkhart, Ind.

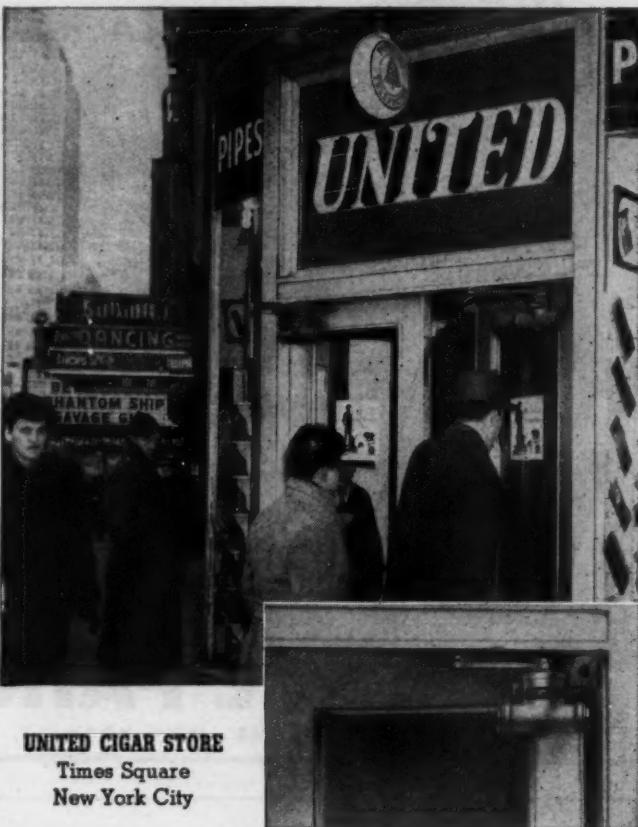
IF YOU NEED  
FLOOR-MAINTENANCE  
EQUIPMENT  
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**FINNELL SYSTEM, INC.**  
Pioneers and Specialists in  
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## Door Closers



UNITED CIGAR STORE  
Times Square  
New York City

### ...Worked 3,000 Times a Day for 7 Years in Winter Cold and Summer Heat

... a total of 7,500,000 cycles . . . a minimum estimate, after all possible deductions for traffic fluctuations . . . before they were taken down for a check up. Then the Norton Closers were merely repacked and refilled.

This is the main entrance to one of the most enterprising establishments in one of the busiest spots on earth. This store serves almost 8,000 customers during a 24 hour day. Few doors could give a closing device a more rigid test . . . yet these Norton Door Closers, which took the job in stride, without failure, without maintenance cost, for seven years, will be working efficiently for years to come.

NORTON is producing door closers now for essential civilian and military use. For unfailing door control . . . low upkeep . . . long service . . . it's NORTON—FIRST CHOICE IN PEACE OR WAR. Write for Wartime Catalog.



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DOOR CLOSER COMPANY

Division of The Yale & Towne Mfg. Co.

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for Fifty Years



Look for the Red H  
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Teachers rely on the  
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kiss Staplers to keep  
related papers together.



There is a Hotchkiss stapler for every paper fastening need. Many can be used as tackers to fasten papers, drawings, pictures, maps, etc., to walls and bulletin boards. Genuine Hotchkiss chisel-pointed staples penetrate easier, cause less fatigue.

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SCHOOL SUPPLY DIVISION  
NORWALK, CONNECTICUT

The Junior College in Illinois. By Coleman R. Griffith assisted by Hortense Blackstone. A joint publication of the superintendent of public instruction of Illinois and the University of Illinois Press presenting a survey of the junior college movement in that state to ascertain what steps the university should take to promote proper development and guidance of such schools.

## NAMES IN NEWS

### Superintendents

Earl A. Dimmick, associate superintendent in charge of primary schools in Pittsburgh, will be the new superintendent of schools after August 31. Marie A. Saul succeeds Mr. Dimmick as associate superintendent.

Thomas L. Nelson, superintendent of the Kern County Union High School and Junior College District, the largest secondary school district in California, has been named superintendent of schools at Berkeley, Calif.

Kenneth Selby, principal of Cleveland Junior-Senior High School in Seattle, has been elected superintendent of elementary schools in Seattle. Lyle Stewart, administrative assistant of Seattle schools, has been appointed superintendent of junior high schools and E. W. Campbell, assistant superintendent, who has been handling both elementary and junior high schools, will take over the high schools and vocational and adult education programs.

Walter A. Miller Jr., supervisor of elementary schools at Ocean City, N. J., has been elected head of the school system of Egg Harbor, N. J.

C. H. Bones, superintendent of schools at Moorhead, Iowa, has been elected superintendent of schools at Anthon, Iowa.

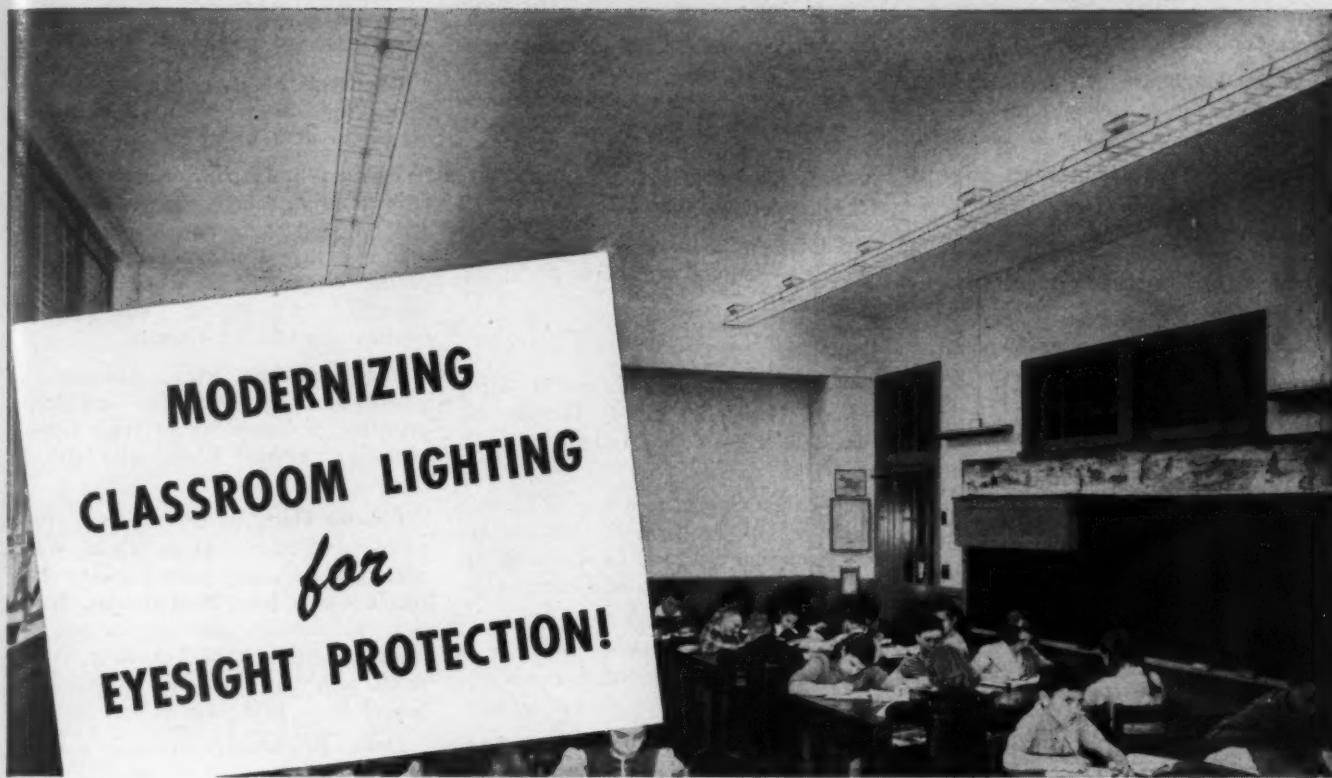
E. E. Parminter, who has been superintendent of schools at Sterling, Neb., for thirteen years, has accepted the superintendency at Shelton, Neb.

Herman F. Urban, principal of Seymour High School, Seymour, Conn., was appointed superintendent of schools to fill the vacancy caused by the resignation of Henry L. Adams. Edward MacConnie will succeed Mr. Urban.

Edward C. Diamond, head of the social studies department and director of guidance at Heatley High School, Green Island, N. Y., has been appointed superintendent of schools at Watervliet, N. Y.

L. A. Rud, superintendent of schools at Morris, Minn., has accepted the superintendency of the Crosby-Ironton school system in Minnesota.

Justin W. Swenson, superintendent of schools at Henderson, Minn., for the last three years, has been appointed superintendent of schools at Mountain Lake, Minn., succeeding Erling O. Johnson.

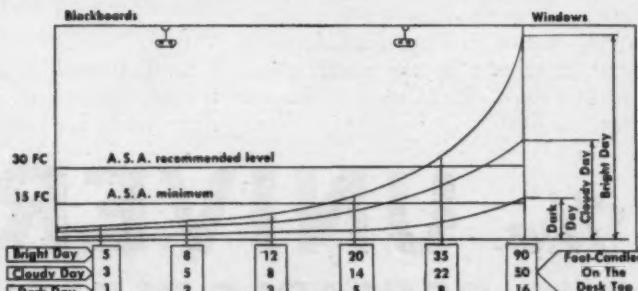


Here's the story in three pictures. The diagram chart at the right shows why lighting modernization is important . . . shows how unfair natural lighting is to the eyes of students in the inner rows.

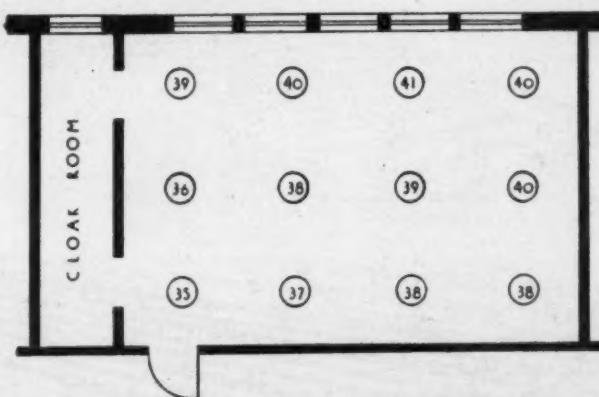
The photo above shows what one school did about it. This is a typical 20' x 30' standard classroom, relighted with two continuous rows of Wakefield GRENADIERS (PG-2483). Through the choice of these units, considerable saving in wiring time was made since wire could be run along as an integral part of the fixture. Incidentally, GRENADIERS required only about one-third the number of outlets needed for previous types of lighting. Separate switch controls were provided for each row of units.

The floor plan, lower right, shows the result: generous, well-distributed, eye-aiding light as indicated in this record of desktop lighting levels (after 100 hours' service).

This lighting treatment may not be the answer for *your* classrooms. But you can be sure of this: Wakefield can help you find the answer. Write The F. W. Wakefield Brass Co., Vermilion, Ohio.



How natural light falls off away from windows



Footcandles on desk tops with GRENADIERS

*Wakefield*



who has been named superintendent at Northfield, Minn.

**James H. Bourn** has been reelected superintendent of schools for Morgan County, Indiana, for a four year term.

**Edgar P. Williams**, former principal at Freeland Park, Ind., who was elected county superintendent of schools last year to serve out the unexpired term of Ralph P. Sparks, has been reelected for a four year term.

**Harvey R. Wylie**, superintendent at Wilsall, Mont., has accepted the superintendency at Fort Benton.

**Lowell Patterson**, principal of the high school at Cardington, Ohio, for thirteen years, has been made superintendent of schools succeeding J. Cline Slack who will become superintendent of the Millersburg School in Holmes County.

**Clarence L. Hall** has been elected superintendent of the Geneseo consolidated school district in Iowa, having served as superintendent at Rock Falls. Mrs. Hall is to be principal of the high school at Geneseo.

**C. A. Weber**, professor of school administration at the University of Connecticut, has been appointed superintendent of schools by the grade school board of Cicero, Ill., to succeed Marion Jordan, resigned.

**Supt. Clim C. Loew** of Lebanon, Ill., has been named head of schools at Lawrenceville, Ill., succeeding **M. N. Todd**, who becomes superintendent emeritus. Mr. Todd served the Lawrenceville schools for eighteen years and had completed fifty years in the profession upon his retirement.

**Gilbert M. Bunker**, county superintendent of schools at Suffern, N. Y., has retired.

#### Principals

**Charles M. Novak**, principal of Northeastern High School in Detroit, for twenty-nine years, has resigned because of illness.

**G. Ernest Smith**, principal of Latham High School, Latham, Ill., for the last ten years, has resigned to accept an appointment as assistant field director for the Red Cross.

**Julia Wharton Groves**, principal of Boyden High School, Salisbury, N. C., for the last eleven years, has resigned.

**Dwight E. Porter** has resigned as principal of Omaha Technical High School, Omaha, Neb., and will be succeeded by **Carl F. Hansen**. Mr. Porter had been principal since 1917.

**L. R. Powell**, principal of A. B. Hill School, Memphis, Tenn., for twenty-three years, has retired. Mr. Powell has

been in school work for forty-seven years.

**Charles P. Slade**, principal of Naugatuck High School, Naugatuck, Conn., for twenty-four years, has resigned.

**William B. Harrill**, principal of Fayetteville High School, Fayetteville, N. C., has resigned to become senior training officer in charge of institutional training of the Veterans Administration at Fayetteville. Mr. Harrill will prescribe courses of study for veterans.

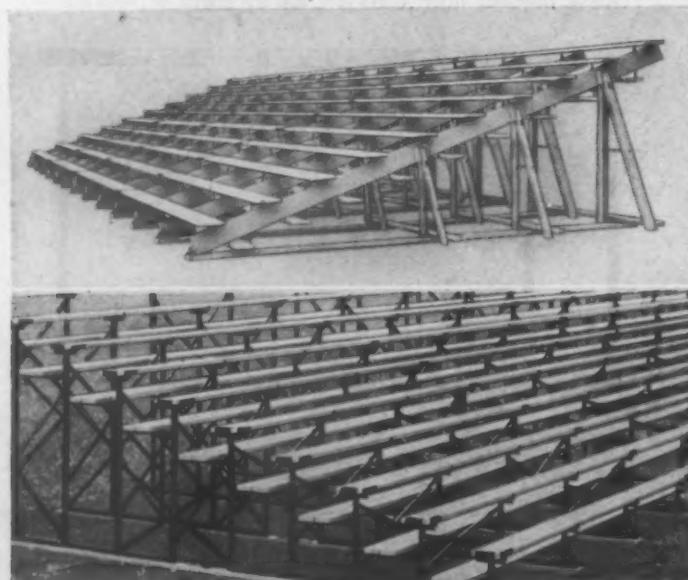
**Harold Kirklin**, music supervisor of schools at Baker, Ore., has been elected principal of Baker Senior High School, replacing **Arthur Kiesz** who has resigned.

**Charles Hart**, for twenty-seven years principal of Eastern High School, Washington, D. C., has retired and will be succeeded by **John Paul Collins**, World War II veteran and former assistant principal of the school. **Francis A. Woodward**, principal of Gordon Junior High School since 1928, was retired June 30.

**Dean B. Smith**, formerly assistant principal of the high school at Elkhart, Ind., is the new principal at Logansport, Ind.

**Russell Minnich**, principal of the Somerset High School, Wabash County, Indiana, for eleven years, has been named principal of the Liberty Center High

## The **UNIVERSAL** Preference PORTABLE BLEACHERS - Wood or Steel



**E**ASY to move and store—designed for maximum comfort with a minimum loss of space. For indoor or outdoor events—you can seat your crowds safely and economically. **UNIVERSAL**, the world's largest exclusive builder of bleachers also make the "Roll-A-Way" and "Fold-A-Way" Gymnasium Stands. Write today for the complete **UNIVERSAL** catalog.

#### **UNIVERSAL PORTABLE WOOD BLEACHERS . . .**

Designed for ease and speed of erection. Sleepers, stringers, seat and foot boards are securely bolted at both ends to prevent splitting. Constructed of Clear and Select Structural Douglas Fir with metal parts of Special Analysis Steel of the heaviest type.

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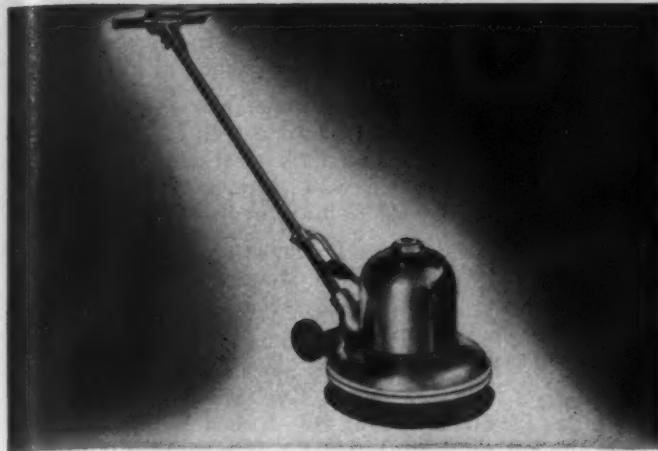
Strong and comfortable as permanent stands, yet have the advantage of being quickly erected and dismantled without special tools. Entire understructure is made of the highest grade steel with seat and foot boards of Douglas Fir

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Take the first step—now, toward solving your seating problem the **UNIVERSAL** way. Send the measurements of your present or proposed athletic field or gymnasium. **UNIVERSAL** will be glad to help you with suggestions and plans—to quote estimates and budget figures without obligation.

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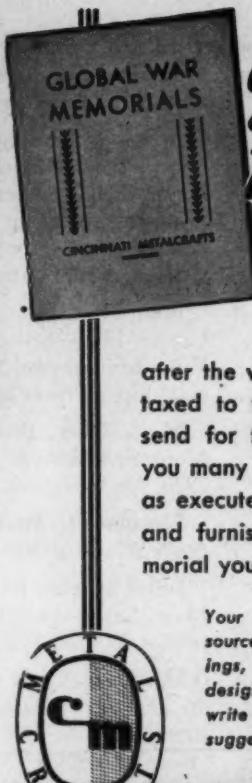
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School to succeed J. McLean Benson who becomes principal of the Ossian High School.

F. W. Sisson, high school principal at Radford, N. C., has been named principal of the senior high school at Martinsville, N. C., succeeding George C. Wiebel who did not seek reappointment.

Dr. John E. Jacobs, formerly principal of the junior high school at Lawrence, Kan., and until July 1 chief of the vocational advisement and guidance subdivision of the Veterans Administration at Kansas City, Mo., has been appointed principal of University High School at Lawrence. He will also be assistant professor of education and director of student teachers in the high school and public schools.

Carl A. Ransbarger, principal of the high school at Sapulpa, Okla., has resigned to become assistant professor of mathematics at Oklahoma A. and M. College September 1.

Paul Garrison, principal of South High School, Lima, Ohio, has been named principal of Richmond High School, Richmond, Ind., succeeding J. R. Mitchell who resigned this spring to join the faculty of Purdue University.

Thurston H. Smith, high school principal at McLeansville, N. C., has been

appointed principal at Sumner, N. C., succeeding S. C. Deskins, now a member of the Elon College faculty.

Joseph T. Yurkewitch, for many years a teacher in the high school at Susquehanna, Pa., has been elected supervising principal, replacing E. Guy Greenawalt who resigned to become dean of Panzer College, East Orange, N. J.

Fred Holt, principal of the Richland Center High School, Richland Center, Wis., has accepted the supervising principalship at Boscobel, Wis.

M. J. Ober, principal of the James Monroe School at Norfolk, Va., since 1923, has resigned.

Lincoln H. Smith, principal of the grade school at Byron, Ill., has resigned.

Julius Mueller Jr., principal at Dalton, Mass., has resigned to fill a newly created post at Weston High School.

Harold H. Cook, high school principal at Defiance, Ohio, has been named superintendent of schools at St. Marys, Ohio, succeeding O. O. Royer, resigned.

Walter B. Hall, for thirteen years supervising principal of the schools at Painted Post, N. Y., has retired.

Charles H. Reinhart, principal of Highland Park School, Roanoke, Va., who has been with the city school system for thirty-three years, has retired to

his farm, which he purchased thirty years ago with this time in mind.

Earl B. Robinson, retiring principal of the high school at Islip, N. Y., where he served for twenty-three years, was honored with a testimonial dinner on the eve of his retirement.

Henry L. Frank, principal of West Seneca High School, Buffalo, N. Y., is retiring from school work after thirty-seven years.

Two of the three junior high schools at Paducah, Ky., will have new principals this fall—Russell D. Mills, transferred from the principalship of Adah Brazelton Junior High to Franklin Junior High, and Dwight Norman, instructor at Washington Junior High, to the Adah Brazelton school.

Geddes Self, principal of Bibb County High school, Centerville, Ala., has been named principal of Albert G. Parrish High School at Birmingham, succeeding Troy M. Bonner, who resigned to go into college work.

John Davis, for the last forty years principal of the high school at Nanticoke, Pa., has retired.

Carl G. Tietz, principal of the Lloyd Elementary School, Chicago, has been elected principal of the Schurz High School of that city, succeeding Albert G. Bauersfeld, who is retiring.

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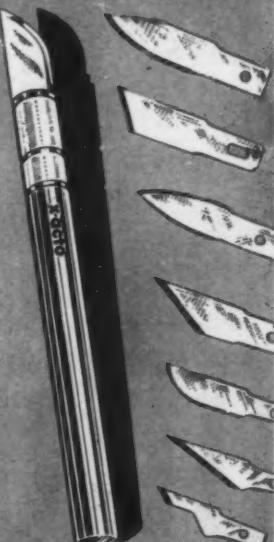
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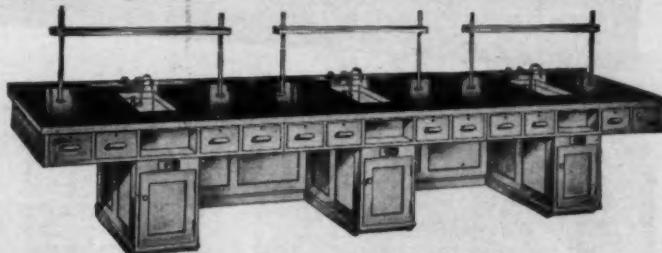
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**Samuel Fischer Scott**, principal of Lucy Addison High School at Roanoke, Va., has resigned to become associated with a construction firm at Jamaica, Long Island, N. Y.

**Homer P. Dearlove**, assistant principal and guidance director at Roeliff Jansen Central School, Hillsdale, N. Y., has been appointed principal of Hudson Falls Senior High School, Hudson Falls, N. Y.

**Stephen M. Wolfe**, principal of Lisbon High School, Lisbon, N. H., has succeeded **Ward B. Fancher** as principal of Groveland High School, Groveland, N. Y.

**Harold J. Evans**, principal of the junior high school at Coeur d'Alene, Ida., has been elected junior and senior high school principal. **H. H. Campbell** has resigned as principal of the senior high school.

**William C. Hill**, Springfield, Mass., after graduating his sixty-ninth class from Classical High School in June, and after thirty-four years in school work, is retiring.

**E. F. Overton**, principal of the high school at Clifton Forge, Va., has resigned to become director of instruction in the Charlottesville public schools.

**Wesley T. Wooley**, principal of the Monticello Township High School, Mon-

ticello, Ill., has been named principal of the Galesburg High School. He succeeds **Edgar L. Harden** who has accepted the principalship of the Central High School, Battle Creek, Mich.

**V. F. White**, school head at Raeford, N. C., has been elected principal of the high school at Fayetteville, N. C.

#### In the Colleges

**Dr. Ralph Cooper Hutchison**, formerly president of Washington and Jefferson College, has succeeded **Dr. William Mather Lewis** as president of Lafayette College.

**Dr. Ernest O. Melby** has resigned as president of the Montana State University to accept the deanship of the school of education of New York University. He will take up his new duties September 1.

**Dr. Russell Anderson** has succeeded **Dr. Herbert L. Spencer** as president of Pennsylvania College for Women. Doctor Anderson was formerly dean of Lawrence College.

**Dr. Harold Taylor**, former faculty member of the University of Wisconsin, has succeeded **Dr. Constance Warren** as president of Sarah Lawrence College.

**Dr. Elmer T. Peterson**, acting dean of the college of education at the University

of Iowa, has been granted a leave of absence from the university to serve as academic head of the university being set up in Shrivenham, England, for men in the armed forces who are still in the European theater.

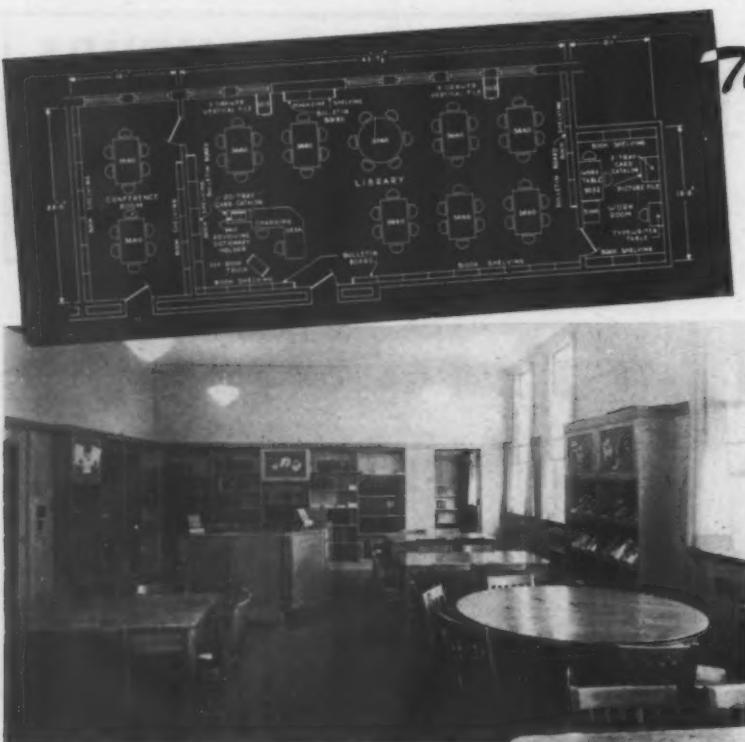
**John Dale Russell**, professor of education at the University of Chicago, has been granted a leave of absence to administer the university for service men in France.

**Capt. Robert Cecil Cook**, dean-on-leave of the University of Mississippi School of Education, has been named to head Mississippi Southern College at Hattiesburg for a four year period. Captain Cook, who served as chief of Army education in the European theater, having been appointed to this post by General Eisenhower, was expected to return to this country before July 1.

**Dr. Duke Humphrey**, president of Mississippi State College at Starkville since 1934, has accepted the presidency of the University of Wyoming. Dr. Clarence Dorman, head of the extension service division at the college, has been appointed acting head of the college.

#### Private Schools

**Caroline Pratt**, founder and for thirty-two years principal of City and Country School, New York City, has retired. She



Library of the Bloomfield Central School, East Bloomfield, N. Y.—  
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*School Towels*

will be succeeded by Marion Carswell, principal of Smith College Day School, who will begin her new position next fall.

David A. Tirrell, instructor in modern languages at Kent School, Kent, Conn., has been appointed principal of St. Johnsbury Academy, St. Johnsbury, Vt. He succeeds the late Stanley R. Oldham.

Capt. Benyaurd B. Wygant, commanding officer of the Naval Reserve Midshipmen's School at Abbott Hall, Chicago, will become headmaster of Elgin Academy, Elgin, Ill., September 1.

Col. Sanford Sellers Jr., formerly headmaster of the Elgin Academy, Elgin, Ill., has been appointed superintendent of the Morgan Park Military Academy, Morgan Park, Ill.

Comdr. Cornelius Brett Boocock, U.S.N.R., has been named director of the Scarborough School, N. Y., to succeed Dr. F. Dean McClusky. Commander Boocock has been commanding officer of the Navy Radio School at Bedford Springs, Pa., and prior to that was headmaster of Haverford School, near Philadelphia.

Harold A. Anderson, high school faculty member at Rutland, Vt., has been appointed principal of Craftsbury Academy, Craftsbury, Vt.

#### Miscellaneous

Paul Falkenberg, film editor and director, has joined the staff of the Princeton Film Center, Princeton, N. J., where he will direct the editing of special purpose films.

Prof. William Brownell of Duke University and W. W. Charters, professor emeritus of Ohio State University, have been re-elected members of the board of directors of the National Society for the Study of Education. Prof. Ernest Horn of the University of Iowa has been elected chairman of the board for 1945.

Dr. Ross L. Allen, assistant supervisor in physical education at the University of Michigan since 1942, has been appointed professor of health education at New York State Teachers College at Cortland, beginning September 1.

Bryn J. Hovde, who has served as chief of the division of cultural cooperation of the State Department in Washington, D. C., will leave around September 1 to head the New School of Social Research in New York City.

#### Deaths

Dr. Charles W. Dabney, former president of the University of Cincinnati, died June 16 at Asheville, N. C., of a heart ailment, four days before his

ninetieth birthday. Doctor Dabney was a former president of the University of Tennessee and was Assistant Secretary of Agriculture under President Cleveland. He was president of the University of Cincinnati from 1904 to 1920.

Dr. James W. Crabtree, secretary emeritus of the National Education Association since 1935, died at his home in Washington, D. C., June 11, aged 81. Doctor Crabtree was secretary of the N.E.A. from 1917 to 1935 before which time he was president of the State Teachers College at Fall River, Wis.

Prof. Albert Reinhold Allanson, for the last thirteen years head of the department of electrical engineering at Wayne University College of Engineering, died recently at his home. Professor Allanson was a director of the Michigan section of the Institute of Electrical Engineering and a member of the Engineering Society of Detroit and the Society for the Promotion of Engineering Education.

Bella Perry, principal of the Bryant School, Seattle, and one of the city's pioneer teachers, died in her school office 4.

Donald L. Holland, principal of the high school at Brushton, N. Y., died of leukemia June 15 at the home of his parents at Whitehall, N. Y., aged 34.

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ment, Sanymetal Ceiling Hung Toilet Compartments create an element of refinement and promote a high standard of order and cleanliness. The usual standing types of toilet compartments make distinctive toilet room environments. Sanymetal "Porcena" Toilet Compartments embody the results of over 30 years of specialized skill and experience in making over 68,000 toilet compartment installations. Ask the Sanymetal Representative in your vicinity (see "Partitions" in your phone book for local representative) for further information about planning suitable toilet room environments for modern schools, commercial, industrial and institutional types of buildings. For complete information on toilet room environments, refer to Sanymetal Catalog 19B-5 in Sweet's Architectural File for 1945.



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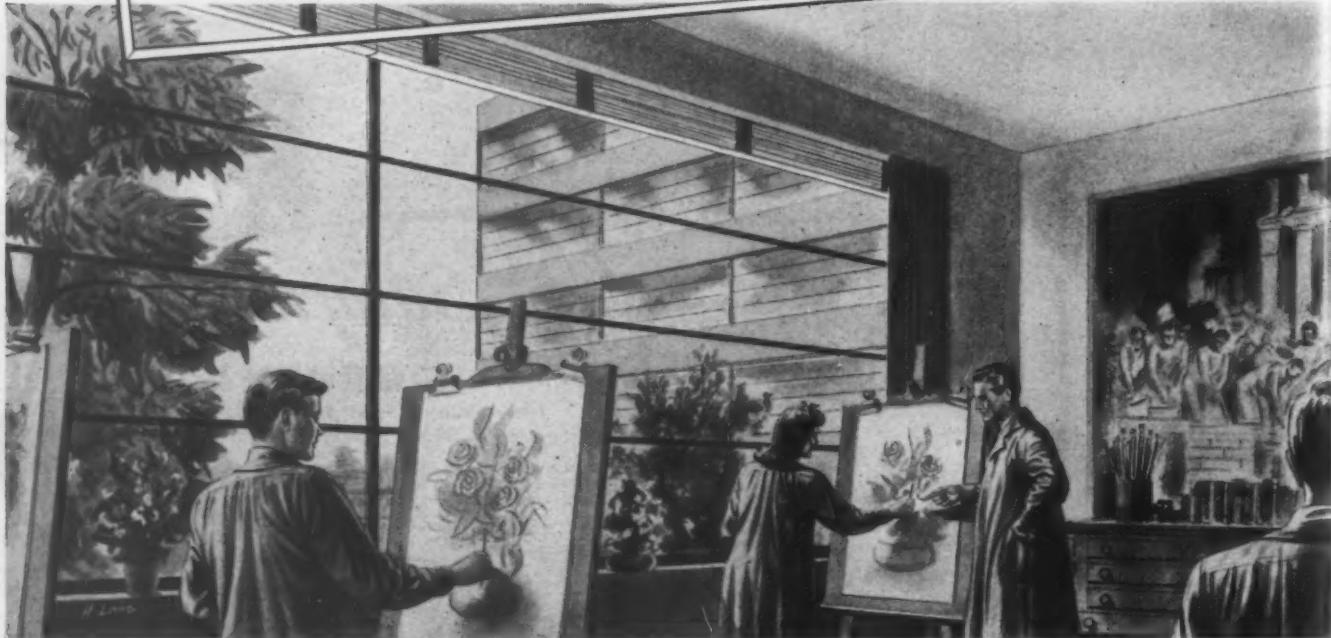
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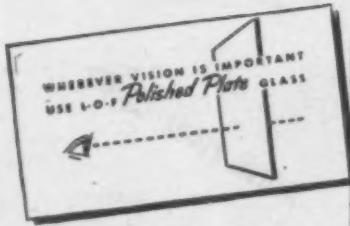
For a practical solution to the problem of greater window

area versus heat saving, use Thermopane, the L-O-F window-pane that insulates. The dead air-space between the two hermetically-sealed panes of glass acts to prevent heat loss and condensation. For full information, write Libbey-Owens-Ford Glass Company, 2285 Nicholas Building, Toledo 3, Ohio.



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The new "SW 80" sound system provides full inter-communication facilities for up to 80 stations, with push button selection and provision for two-way origination of calls. The sound system has an all-wave, high fidelity radio tuner, loud-speaker, magic eye tuning, two amplifiers, 12 inch turntable with automatic record changer optional and two microphone pick-up channels for program supply.

"SW 80" makes possible program pick-up from any of the 80 rooms or locations and provides a single



emergency button for blanket calls. An annunciator system may be included optionally for visual indication of room calling. The manufacturer believes the highly flexible sound distribution system with simultaneous program supply and intercommunication is ideally suited to schools and adds that custom designs will be handled on an economy basis when required.—David Bogen Company, Inc., 663 Broadway, New York City 12.

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In areas where the maintenance of a live dairy would be costly or impossible, Staromatic Dairy solves the problem of producing fresh milk for large numbers of people. The dairy combines water, skim milk powder or ice cream mix in any quantity desired. The formulas are supplied by the manufacturer and the dairy can be run by anyone; technicians are not needed.

Butter fat for the machine can be kept under refrigeration for a year or more and skim milk powder will keep indefinitely. The homogenized milk is practically sterile and will keep for days without refrigeration. The device is thermostatically controlled and when the milk is finished, the dairy stops automatically. The milk and

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For the protection of all interior combustible surfaces, Fi-Repel is a new paint which protects wood and other materials against fire. It is endorsed by Underwriters' Laboratories and other testing bureaus. Shipped as a concentrated paste, Fi-Repel is diluted and applied with a brush or spray gun to the surface to be protected. One concentrated gallon will cover 185 square feet with two coats. The illustration shows a



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Professor Gilman was startled by the statement of his guest, Charles A. Spencer. He had been exhibiting his prize possession—a microscope made by Chevalier of Paris.

That was in the fall of 1846. Often during the following months, Dr. Gilman, a professor in the College of Physicians and Surgeons, New York, amused his friends with the story of the presumptuous backwoodsman who challenged the leading optician of France.



Six months later Spencer presented two objectives to the Professor.

Gilman placed them on his microscope and studied specimen after specimen. At last, bursting with excitement, he gave his verdict: "Why these are excellent! How did you do it?"

Charles Spencer took home to Canastota, New York, the first order ever given to an American for the manufacture of a microscope.

In another six months (October, 1847) the microscope was completed. On his way to deliver it, Spencer stopped at West Point to have the instrument tested by Professor J. W. Bailey, "father of microscopic research in America." Bailey was enthusiastic, acclaimed it "decidedly superior to Chevalier's," and added that it was at least equal to the Lowell instrument at Boston.



Thus Charles A. Spencer, self-taught and with only the experience gained in his homemade workshop, took his place beside the most experienced opticians of Europe.

Today, nearly a century later, the name Spencer is the hallmark of highest quality in scientific instruments. Research insures the perpetuation of the Spencer ideal.

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physician's tongue depressor, one end of which is painted with Fi-Repel. The unpainted end burns freely, but the flame dies when it reaches the painted portion. The paint is available in 1 gallon, 5 gallon and 55 gallon containers. The standard color is bone-white but tints may easily be added.—General Detroit Corporation, 2270 East Jefferson Avenue, Detroit 17, and General Pacific Corporation, 1800 South Hooper Street, Los Angeles 21.

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Described in 20 Page Catalog

Using as a basis the recommendations of the U. S. Office of Education's committee on equipment, Hamilton Manufacturing Company, Two Rivers, Wis., has designed a new line of laboratory equipment for educational institutions. Catalog 209 is divided into four parts, including a section of laboratory planning suggestions, instructors' equipment, pupil tables and desks and laboratory storage equipment.

For installations of science equipment in junior and senior high schools and junior colleges, Hamilton offers a free creative planning service consisting of specific suggestions to fill the requirements of the school. Six pages of the catalog are devoted to these typical Hamilton installations and layouts, and the catalog includes specific plans for combination science laboratories and for general science laboratories.

The section on pupil tables and desks lists school laboratory equipment designed especially for pupil use in any type of science classrooms or laboratories. A variety of tables and desks is presented to accommodate two, four, six or eight pupils. Special designs are shown for use in equipping general science, biology, physics and chemistry rooms.

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### Reference Booklet on Safety Treads

Helps Schools Correct Danger Points

Safety treads and other metal walkway safety devices are described and illustrated in the new 16 page two color catalog number 45 recently published by Wooster Products, Inc., Wooster, Ohio. The catalog is unique in that it gives suggested applications for each type of safety tread and lists the types that are available now.

Tables of standard maximum sizes and specifications given in the catalog help facilitate the selection of the proper tread. Proper procedure is given for the repair of

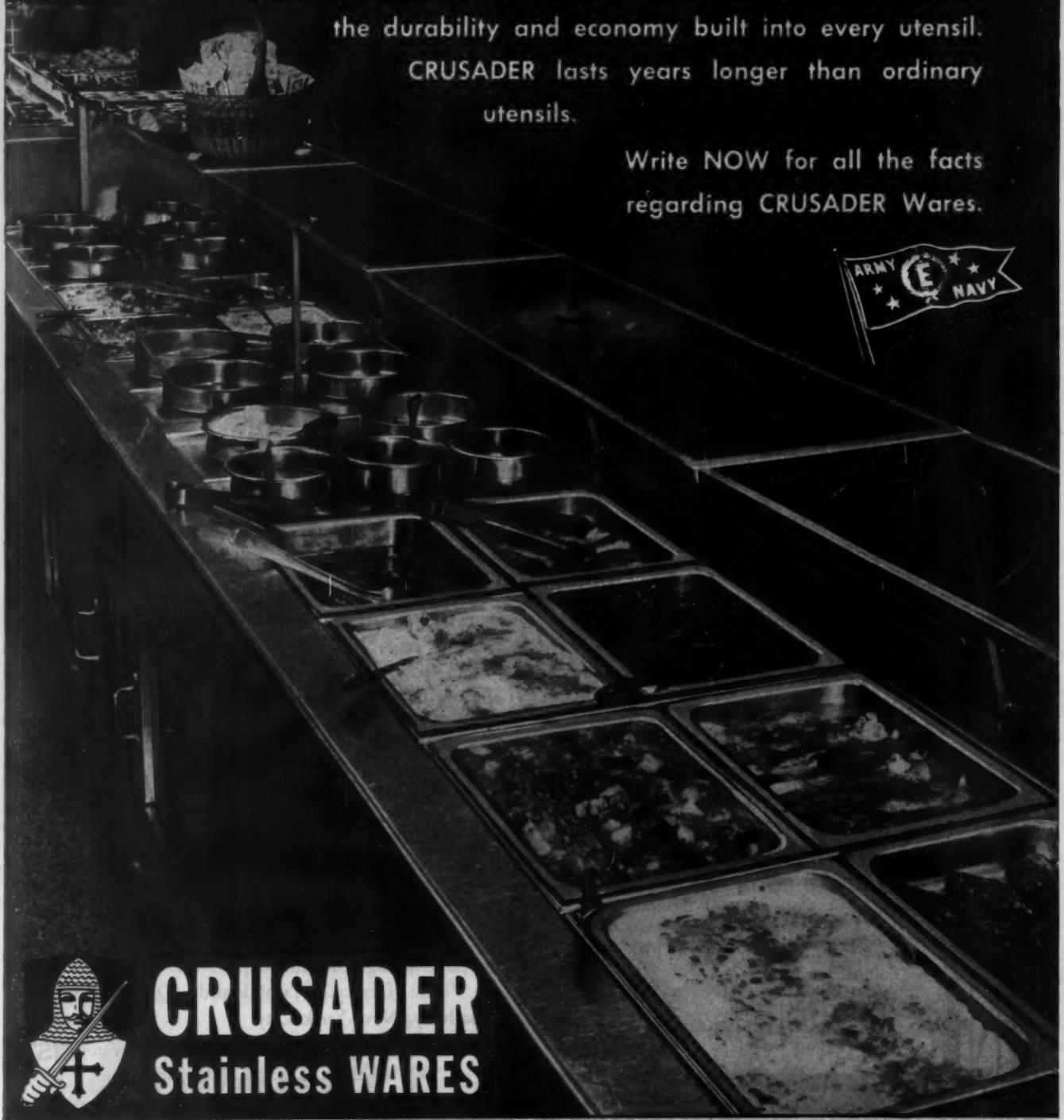
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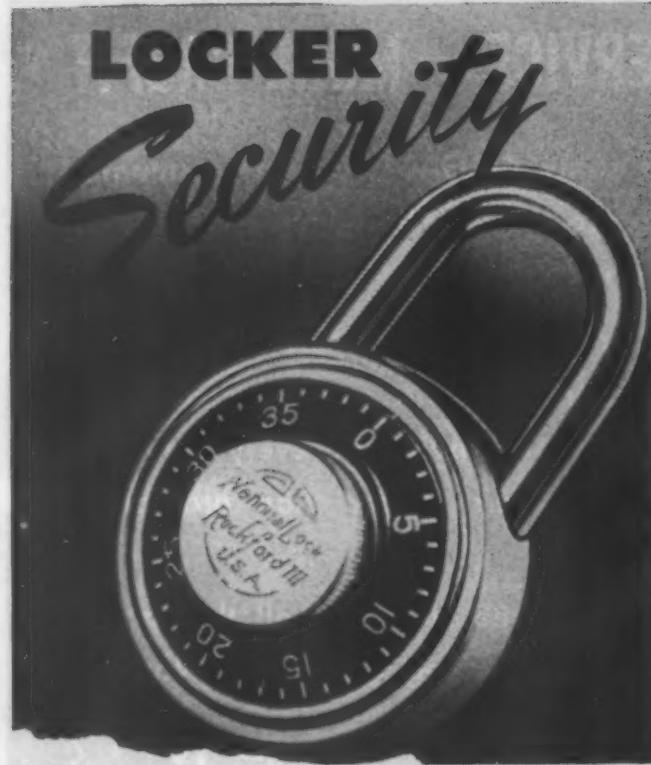
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## What's New FOR SCHOOLS

old floor areas, stairs and ramps and details of installations on all types of bases are shown. The reference catalog also contains information on door thresholds for exterior and interior doors and safe edge nosings for edges of stairs, counter or sink boards, tables and desks.

- When inquiring, use coupon on p. 99, refer to **NS746**

#### Radiant Heating Handbook

##### Tells How to Install Systems

How to calculate, design and install radiant heating systems is described in the new handbook, "Byers' Wrought Iron for Radiant Heating," issued by A. M. Byers Company, Clark Building, Pittsburgh. The 52 page book lists procedures for figuring heat losses and piping requirements and includes a full page drawing of a radiant heating system of the floor type for a representative industrial building in which both sinuous coils and grids are used to advantage.

In addition to chapters on the theory, history and achievements of radiant heating, the handbook has 12 pages of answers to questions that have been asked most frequently during the last seven years at lectures on radiant heating and in letters to the company. Twenty-three typical installations are recorded in the manual in picture and in text.

- When inquiring, use coupon on p. 99, refer to **NS747**

#### FILM RELEASES

**Looking Through Glass**—16 mm. sound. 18 minutes. The film describes the making of glass from the raw material stage to its final and varied form. Filmed in one of Britain's factories, where the hand-craftsman still applies his art alongside modern mass production methods.—Film Division, British Information Services, 30 Rockefeller Plaza, New York City.

- When inquiring, use coupon on p. 99, refer to **NS748**

**The Science of Milk Production**—16 mm. sound. 4 reels. Describes in detail the processes by which the domestic cow produces milk. Made in cooperation with Prof. W. E. Petersen, authority on dairy husbandry of the University of Minnesota. By means of colored animated drawings the film depicts the cow in her rôle of the "milk factory."—Jam Handy Organization, 1775 Broadway, New York City.

- When inquiring, use coupon on p. 99, refer to **NS749**

**The AT-21 Gunner**—16 mm. sound. 25 minutes. Color. A film of the new twin engined airplane that enables the pilot to make the transition from piloting single engined planes to the heavier bomber types. Narrated by

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Fill the reservoir of a Dustless brush with Arbitrin sweeping fluid as shown.

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## What's New FOR SCHOOLS

Hugh James in nontechnical languages. Flight shots portray the rapid rate of climb, the stalling characteristics and the maneuverability of the AT-21.—The Princeton Film Center, Princeton, N. J.

• When inquiring, use coupon on p. 99, refer to **NS750**

**About Faces**—16 mm. sound. 10 minutes. Danny Smith's teeth are in good condition and he shows how he took care of them to keep them in good condition. The film shows the results of inadequate dental care. Commentary by Lowell Thomas.—Surgeon General, U. S. Public Health Service, Washington 14, D. C.

• When inquiring, use coupon on p. 99, refer to **NS751**

**Americans All**—16 mm. sound. 2 reels. Reveals the harmful effects of racial discrimination and presents a constructive plan for tolerance developed in the public schools of Springfield, Mass., as an example.—Forum Edition, March of Time, 369 Lexington Avenue, New York City 17.

• When inquiring, use coupon on p. 99, refer to **NS752**

**Reward Unlimited**—16 mm. sound. 10 minutes. A soldier's fiancee finds her war job in the U. S. Cadet Nurse Corps. Dorothy McGuire and Aline McMahon show classroom study, war duty, the operation room and graduation day.—Surgeon General, U. S. Public Health Service, Washington 14, D. C.

• When inquiring, use coupon on p. 99, refer to **NS753**

## PLANNED FOR THE FUTURE

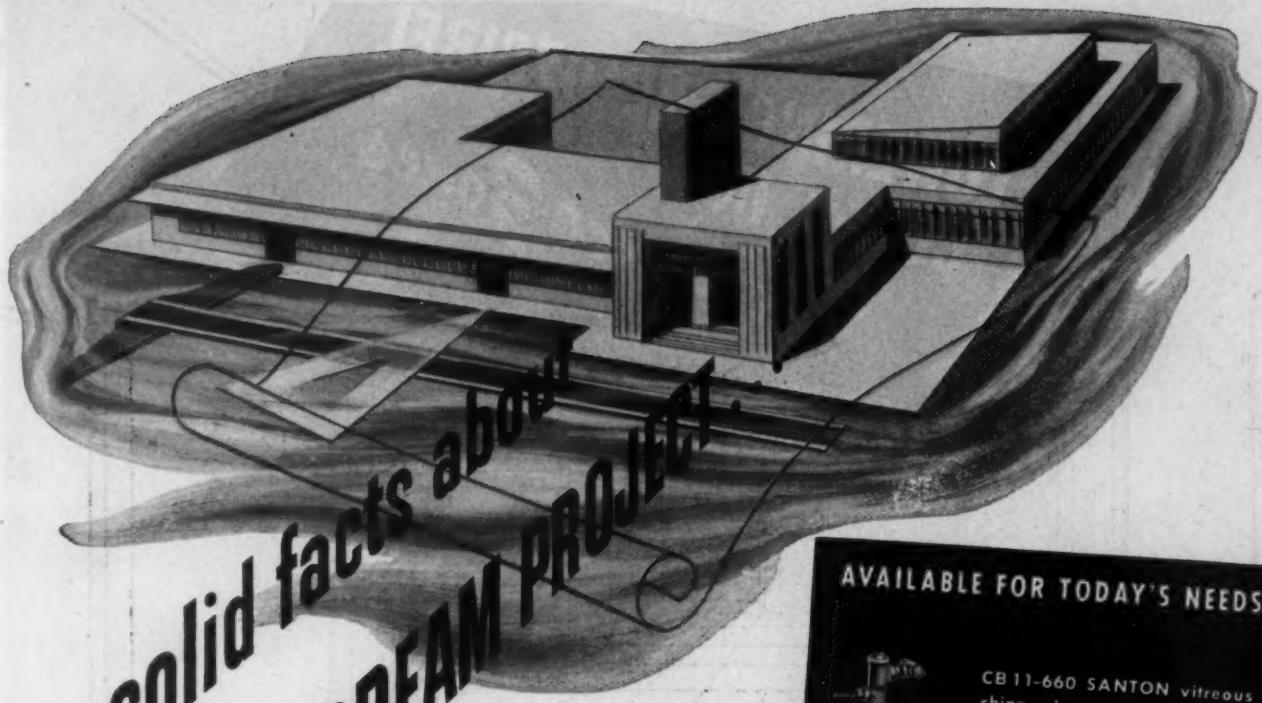
### Postwar Toilet Installations

Described in New Catalog

For school men who are making plans now for installation of toilet facilities in postwar buildings, Sany-metal Products Company, Inc., 1705 Urbana Road, Cleveland 12, has published a 16 page booklet entitled "Toilet Compartments and Toilet Room Environments." Five types of all-metal compartments are described, three of which are available either in "Porcena" finish (porcelain on steel), "Tenac" finish (baked-on paint enamel over galvanized benderized steel) or in baked-on painted enamel over regular finish, coldrolled steel.

When materials are available, either standing or ceiling hung types of units will be furnished in a wide variety of colors and sizes. The catalog describes these units and gives complete specifications and details of toilet and shower compartments. Also described is "Sanybestos" toilet compartment with steel posts and headrail bracing which is now available for war-time installation.

• When inquiring, use coupon on p. 99, refer to **NS754**



• Your school of tomorrow may be only lines on a blueprint now, but the time is coming when you will want to translate these lines into solid facts. Now, then, is the time to plan for sanitary facilities that are both adequate and proper . . . facilities that will contribute to the successful management of your new school.

You can do just that by writing "Crane" into your specifications for all the sanitary equipment—from the new plumbing fixtures to the vital valves and fittings. By installing Crane quality material throughout, you will know definitely that you have provided for facilities that are functionally correct to provide a system that will safeguard student health, give many years of efficient, trouble-free operation.

To help you with this essential part of your planning, Crane has prepared a book, "Transitional Data on the Crane Plumbing Line." In it is complete dimensional data on the Crane plumbing fixtures that will be available when manufacturing conditions permit. A copy will be sent to you or your architect on request.

For specific recommendations on a complete Crane plumbing system for your school, see your plumbing contractor or call your nearest Crane Branch.



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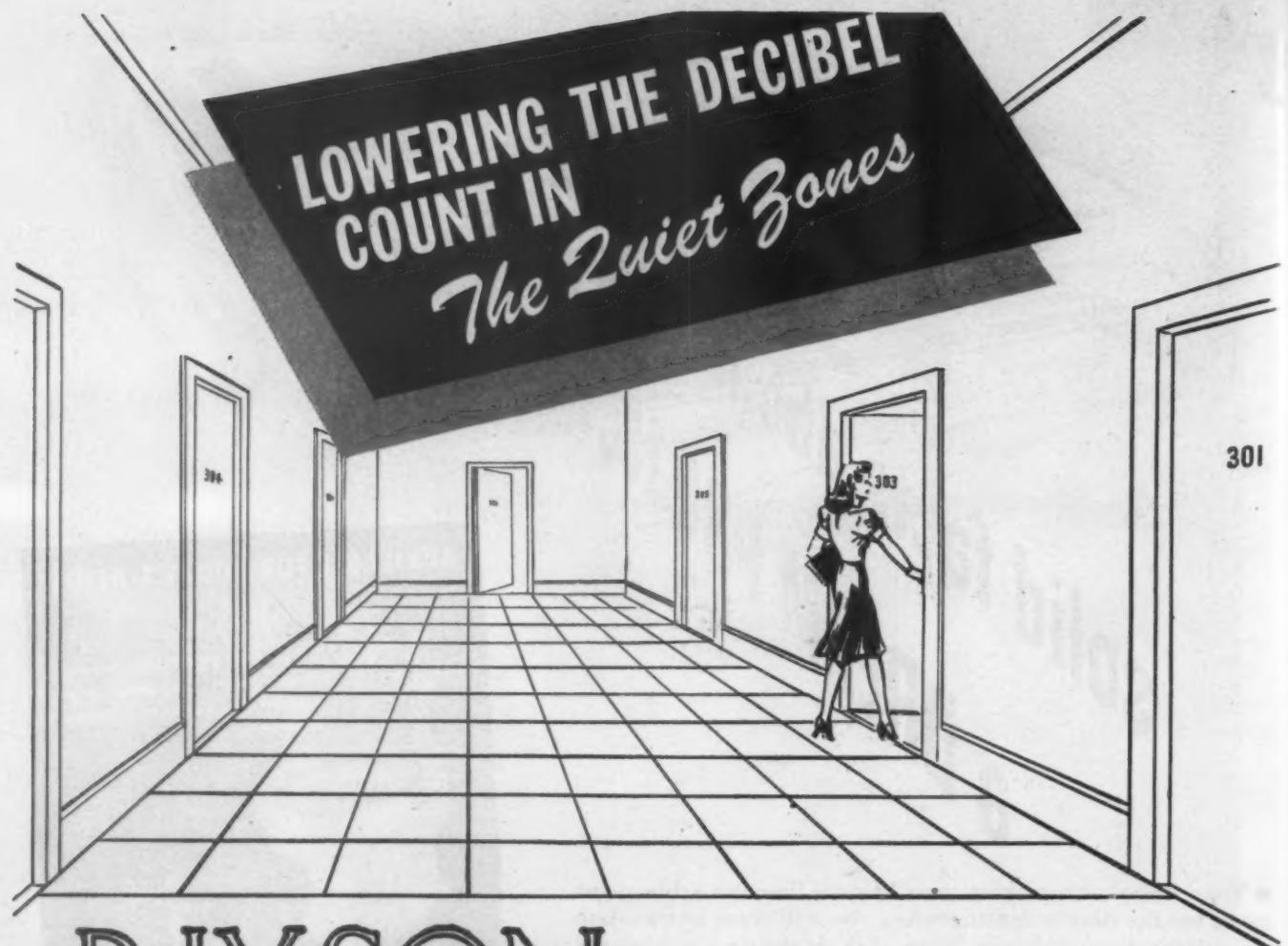
AVAILABLE FOR TODAY'S NEEDS

CB 11-660 SANTON vitreous china closet. Elongated rim. Siphon jet. Vacuum breaker flush valve.

CB-15-605 Correcto urinal. Easily cleaned vitreous china. Integral strainer and trap. Can be arranged in batteries for flushing with single tank.

CB-9062 Corwith vitreous china drinking fountain. Sanitary angle stream jet with vandal-proof base. Automatic stream regulator.

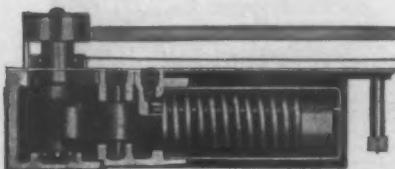
CB-754 Norwich vitreous china lavatory. Rectangular basin. Soap depression. Sizes: 20 x 18 inches and 24 x 21 inches.



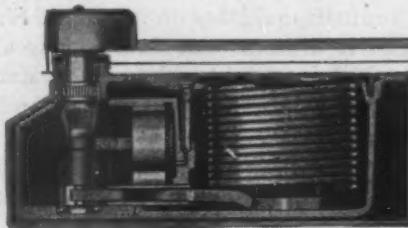
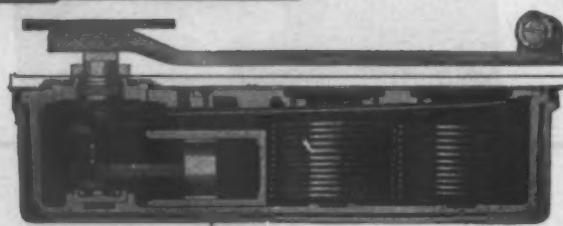
## CHECKING FLOOR HINGES

• There's no slamming of doors nor wheezing of Checking Floor Hinges in corridors where Rixson's have been specified. These truly modern checking floor hinges "float" the door closed, yet are delicately balanced to operate both easily and firmly. Invisible, as well as silent, Rixson

Checking Floor Hinges fit the streamlined atmosphere of modern design. For modern appearance, for truly effective, up-to-date action in silent door closing, include Rixson Checking Floor Hinges in your plans to modernize or build. Write for descriptive catalog.



**Rixson Uni-Checks**  
Invisible—ideal for installations. Require only 2-9/16" floor depth—suited to any single acting *interior* wood or metal door.



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Single Acting Checking Floor Hinges. Interior mechanism made of highest grade forgings, stampings and castings, case hardened against wear where necessary. Lubricating checking liquid protects moving parts. Smooth performance assured by ball and roller bearings.

**Rixson Nos. 30 and 40**

Are Double Acting Checking Floor Hinges for entrance, vestibule or heavy interior doors. Two springs and 2 checks, each adjustable independently of the other against rush of air—prevent flapping and slamming. Made to withstand hard usage.

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THE NATION'S SCHOOLS, 919 N. MICHIGAN AVE., CHICAGO 11, ILL.

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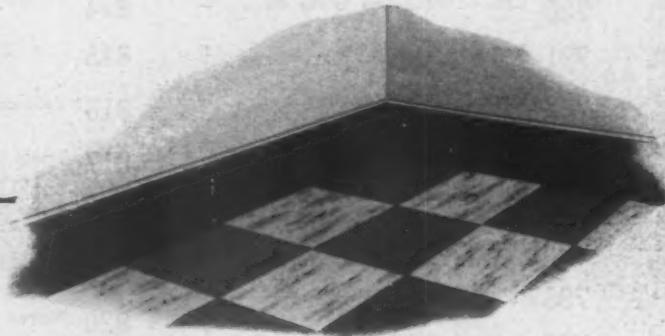
the following products not featured in this issue.

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# Have You these Wrong Ideas about Floors?

In the average room the floor represents about one-fifth of the room's surface area. It is almost the only surface to receive wear and certainly receives the most dirt. And it affects your comfort more than any other surface. Yet many people—even architects and builders—have some very wrong ideas about floors. Do you, too, believe some of these wrong notions? Check yourself below. Then, if you would like to know *all* the advantages of MODERN floors—send for the interesting, colorful fact-book about Kentile floors—sent without obligation. Consult your local flooring dealer or write David E. Kennedy, Inc., 84 Second Avenue, Brooklyn 15, N. Y.



**FALSE:** *The thicker a floor, the longer it will wear.*

**TRUTH:** Where traffic is heaviest (corridors, stores, etc.)

$\frac{1}{8}$ " Kentile will outwear very much thicker material by many, many years because of its superior resistance to abrasion and because it is of equal durability through its entire thickness (whereas other apparently thicker materials often include much non-durable "backing").

**FALSE:** *The harder a floor the longer it will wear.*

**TRUTH:** Kentile will wear longer because it is resilient. It "yields" to impact instead of abrading under traffic. In some cases quiet and comfortable Kentile has outworn marble in busy entrance halls.

**FALSE:** *The adhesive used should set "good and hard".*

**TRUTH:** Strange as it seems, the adhesive used under Kentile never hardens. Pick up the tile ten years later and the adhesive is still "tacky". This "sub-resilience" is another reason for Kentile's comfort and durability.

**FALSE:** *Some floors are slippery.*

**TRUTH:** No ordinary floor coverings are slippery by themselves. It is the wax used on them that sometimes causes slipperiness. Kentile can look good and wear indefinitely without waxing. It can be kept clean by simple mopping. Of course waxing refreshes its fine appearance but it requires only a thin coat and because the wax merges with the invisible granulation of the surface it need never be slippery.

**FALSE:** *Before decorating one should learn what colors and patterns are available for the floor, so that the walls and accessories can harmonize.*

**TRUTH:** Except when war restrictions prevent, Kentile is made in 44 colors, each available in 15 sizes plus 8 feature strip widths. Pattern and color combination possibilities are so unlimited there are hundreds to go with any color scheme.

**FALSE:** *Tile-set floors have dirt-catching seams.*

**TRUTH:** Kentile is cut so micromatically sharp and square the tiles are seal-set against each other, creating an absolutely solid germ-proof surface.

**FALSE:** *You can't install any floor on concrete that is in contact with earth or below-grade.*

**TRUTH:** Kentile is so moisture and alkali resistant it can be laid right on such concrete with absolute safety.

**FALSE:** *If grease falls in the room you can't use asphalt tile.*

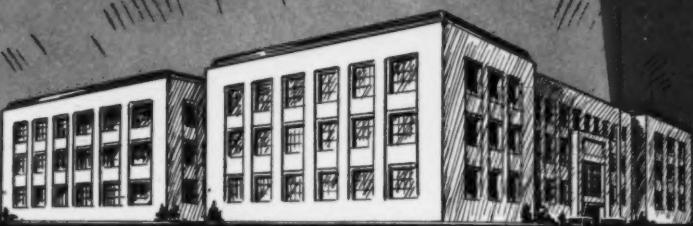
**TRUTH:** Seventeen Kentile colors (fewer during war time) are also made in Greaseproof Kentile and can be used in combination with standard Kentile wherever greases fall. The cost is only a few cents more; it is still one of the lowest price floors you can buy.

**FALSE:** *If a floor is inexpensive the colors will "wear off".*

**TRUTH:** Kentile's pure, bright, non-fading colors go right through to the back—can't "wear off".



# REPORT CARD



*Dependability...*

*Thrift.....*

*Ease of  
Maintenance.*

*Silent  
Operation...*



## *Schools give . . . . .* **WATROUS FLUSH VALVES** *. . . . . a good report card*

Letters received from schools acclaiming Watrous Flush Valves add up to a mighty fine report card. Let's take a look at the grades.

First of all, Watrous Flush Valves receive a top rating for their dependable, trouble free performance. Many of these valves have been giving faithful service for 10, 15 and even 25 years.

The self-cleansing by-pass, which guards against prolonged flushing, adds to their remarkable deportment.

In thrift, the simple Watrous Water-Saver Adjustment gives these valves a top rating wherever they are installed. It results in the saving of many thousands of gallons of water each year.

Maintenance men in particular give Watrous Flush Valves a high grade because of their convenient, single-step servicing feature.

And for installations where flush valves are to be seen but not heard, Watrous provides its exceptionally efficient "Silent-Action" feature.

Combine all these qualities in the flush valves for your new school or modernization program by choosing Watrous Flush Valves—a selection that will be a constant source of satisfaction over the years to come.

THE IMPERIAL BRASS MANUFACTURING COMPANY  
1239 W. Harrison St., Chicago 7, Ill.

### ARCHITECTS' VIEWS ON FLUSH VALVE APPLICATIONS FOR SCHOOLS

A survey of interesting trends in the selection of flush valves for postwar schools is given in Bulletin No. 477—"How Architects Look at Flush Valve Applications." Write for your copy.

# Watrous Flush Valves

Classes can be:

① A dull routine  
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Help to make them the latter—both for pupils and for teachers—through the use of audio-education.

By the use of carefully prepared programs over the school's Sound System the bare bones of almost any course can be clothed with vivid, pulsing life, thus giving to each of these class periods the illusion of being a part of the very event, itself.

Audio-education lets good teachers do an even

better job. That's the real basis for today's great interest in every advance in the art of audio-education in our schools.

At this war's close, improved Stromberg-Carlson sound equipment will be available to facilitate even farther both the teaching and the learning processes. And remember, in Sound Systems as in radio . . .

*"There's nothing finer than a Stromberg-Carlson!"*



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